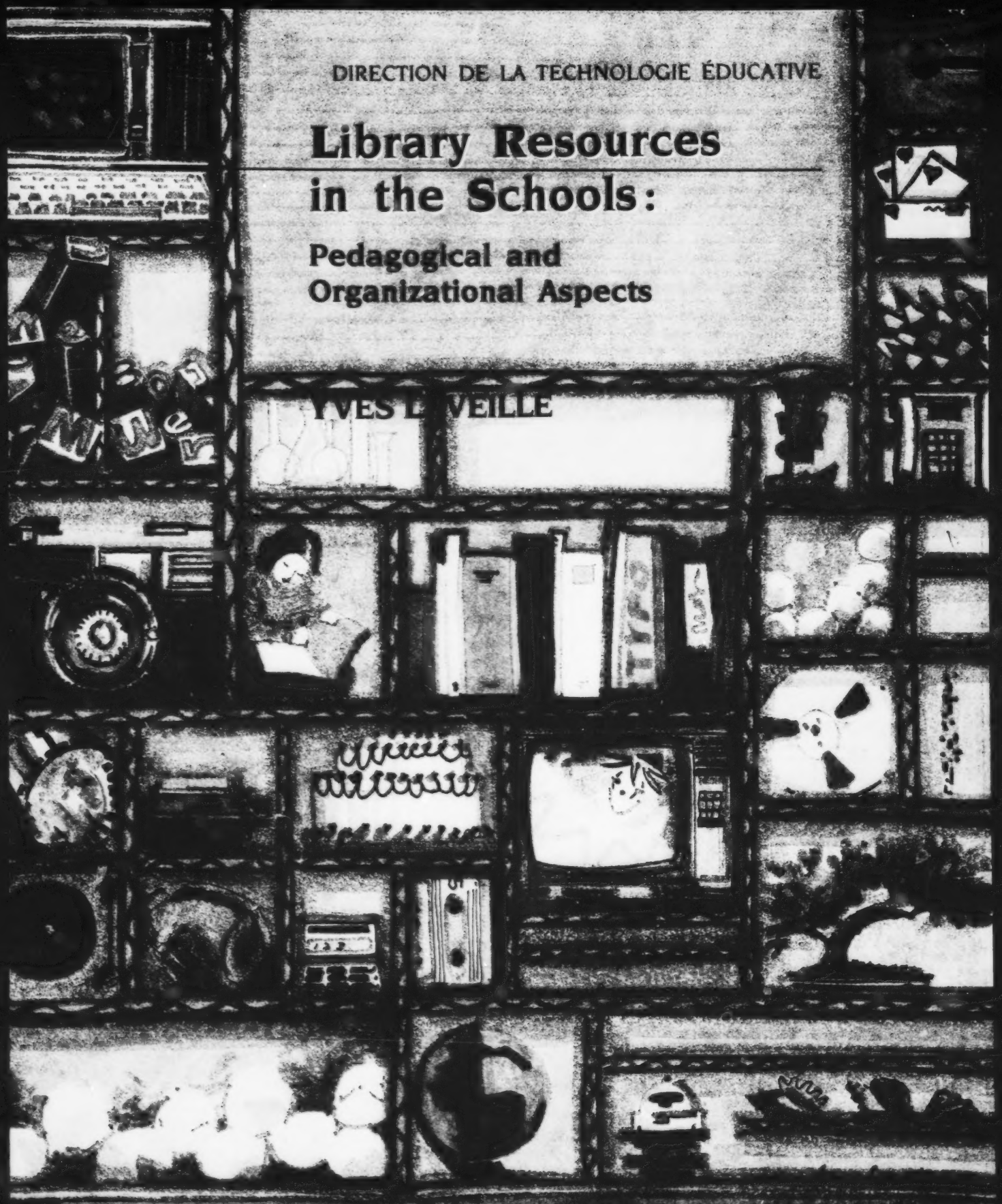

DIRECTION DE LA TECHNOLOGIE ÉDUCATIVE

Library Resources in the Schools:

Pedagogical and Organizational Aspects

YVES L[illegible]VEILLE

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Pedagogical and Organizational Aspects

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Preface

The revised programs at the secondary and elementary levels are necessitating significant changes in the organization of educational services in the schools. From the beginning of this process, the ministère de l'Éducation has published a number of information documents for all educators involved in implementing such changes at the various organizational levels of the school system. One area of change concerns a particular educational service, that of library resources in the schools. Library resources are traditionally designated by such terms as "instructional aids", "library", "audiovisual aids", "documentation centre" and "media centre", to name but the most common terms.

Library resources represent an educational service available to both students and teachers. This service must be re-examined in light of the guidelines of the revised programs.

This publication is addressed to school and school board personnel (administrators and professionals) responsible for library resources. It is also addressed to teachers, both as users of resources and as the special partners of the library resource centre staff. The purpose of this document, as an information and orientation tool, is to promote managerial and pedagogical practices suited to the development of library resources in the schools.

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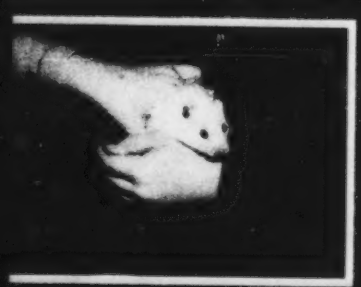


Introduction

Québec's school system has undergone numerous changes since the publication of the Parent Report more than twenty years ago. Reforms in the sixties gave all Quebecers access to free education up to the last year of secondary school. In the momentum created by this "quiet revolution", many schools, and particularly secondary schools, acquired library and audiovisual services. Facilities, equipment and specialized personnel (both technical and professional) were readily available.

These specialized services were a response to the Parent Report's recommendations. In the years that followed, the organization, orientation and maintenance of such services varied from school to school and from school board to school board. It proved difficult to establish a consensus as to their status, and equally difficult to define their role within administrative and pedagogical structures. In spite of these difficulties, educators gradually familiarized themselves with the latest technologies.

More recently, this sector has been particularly hard hit by budget cuts: positions have been abolished, and budgets for acquisitions, materials and facilities significantly reduced. Two other factors — the implementation of microcomputers and curriculum revision/implementation — have also tended to overshadow the reality of the more usual library resources. A significant number of teachers, counsellors, administrators and other educators have voiced their need for a tool which would enable them to more effectively manage library resource services in the schools.

The programs are rooted in the teaching and learning experience. To apply them effectively, it is necessary to make systematic use of rich and varied library resources. Basic school textbooks are not enough. The dynamic interdependence of three elements — programs, library resources and pedagogy — has served as a guide in formulating the proposals which follow.

The present document is not a collection of standards, but rather an instrument designed to stimulate thinking and develop a common approach to library resources. This will enable educators to better understand the organization of library resources in the schools. It should also indicate ways in which the planned use of these resources can help educators achieve program objectives.

This document comprises four parts: Section I, Section II, an appendix and an annotated bibliography. The first section contains basic information and background on library resources: definition, organization, roles, management principles, user training. The second section is more practical and suggests a few essential tools for effective management of library resources. Subjects include selection and pruning of resources, user training programs and the library resource system. The appendix brings together a variety of texts which will enable the reader to trace the historical development of the notion of library resources. Finally, readers may refer to the annotated bibliography for works of particular interest to them.

It is our hope that this document will convince all educators, and particularly teachers and administrators, that library resources are of vital importance in achieving the objectives of the programs and of education in general.

We also hope that this will lead to the improvement of existing library resource centres and to initiate new projects, based on partnership, with a view to providing better services to both students and teachers and to affirming the importance of specialized staff in the field of library resources.

1 PROGRAMS, LIBRARY RESOURCES AND PEDAGOGY

The new programs require regular and daily use of a variety of relevant and dynamic resources which support the teaching and learning processes.

A well-organized resource centre is therefore an important success factor in educational activity.

Programs are the unifying element of educational activity: through them, students and teachers are placed in direct, pedagogical relation with each other. Other educators, including those specializing in library resources, are likewise involved in this activity.

Programs give teachers a base from which to pursue their teaching process, the ultimate objective of which is to provide a good education to students.

> "In order to create a favourable and conducive learning environment, teachers call upon their psychological and disciplinary knowledge, their teaching skills and the school's resources always in light of the student's needs and interests."[1]

The new programs recommend that the student's learning processes be respected. These processes may develop on their own, or they may develop in the context of learning situations put forward by teachers or by other educators, such as the specialized library resource staff.

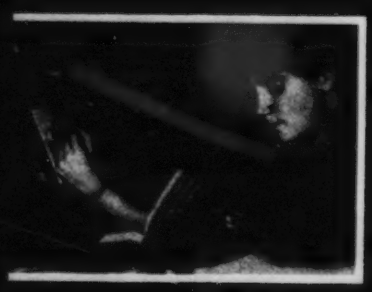
> "The learning situation should promote independent thinking, independent research that helps students to take charge of their own development, to define their own approach to the solution of problems, to use their own ideas."[2]

The new programs require regular and daily use of a variety of relevant and dynamic resources which support the teaching and learning processes. A well-organized resource centre is therefore an important success factor in educational activity.

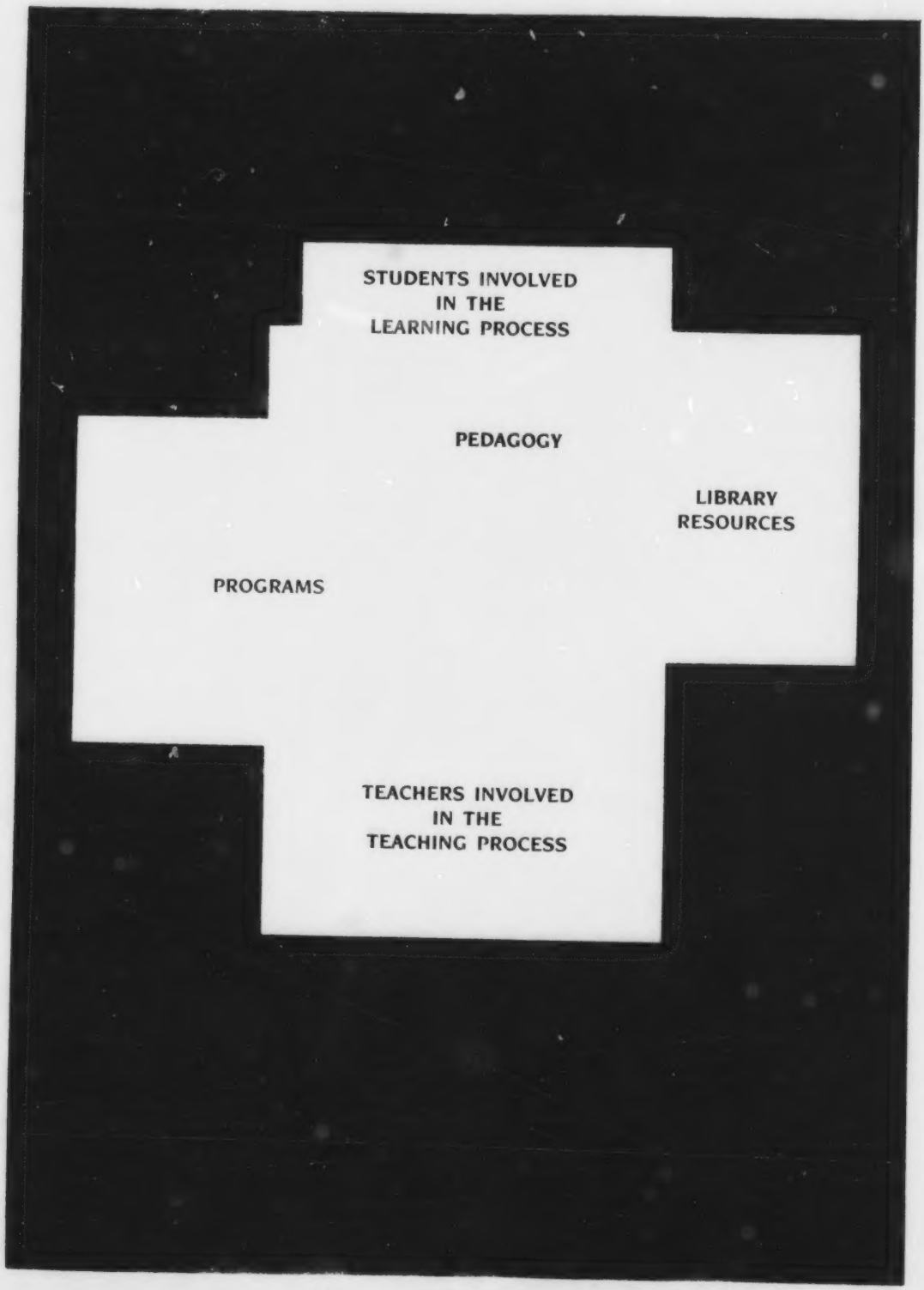
The connections between programs, library resources and pedagogy form a triptych of interdependence which all parties — teachers, students, and specialized personnel — find original and stimulating. Taken together, these three elements constitute an open communication system which brings out individual abilities and makes full use of the pedagogical potential of all resources available for teaching and learning.

The diagram which follows illustrates the dynamic interdependence of these three aspects of educational activity.

1. Ministere de l'Éducation, *Learning... Teaching... And the New Programs*, Direction générale du développement pédagogique, Direction de la formation générale, Québec, 1984, p. 6.
2. Ibid, p. 20.



The Interdependence of Programs, Library Resources and Pedagogy



2 LIBRARY RESOURCES

... by focussing on the users of library resources and considering their particular needs in relation to the tasks they must accomplish.

... the concept of library resources encourages the integrated use of all resources, and would appear more relevant, effective and profitable from a pedagogical point of view.

Over the years, the concepts of "documentation" and "instructional aids" have changed and expanded in Québec's education system. The concept of library resources, as developed here, is based on these changes. It corresponds not only to current thought on the subject as expressed in various documents published in Québec and elsewhere, but also to work carried out by UNESCO.[1]

The concept of library resources makes it possible to extend the notion of documentation and place it in the context of educational activity and the learning-teaching tandem by focussing on the users of library resources and considering their particular needs in relation to the tasks they must accomplish. The concept of library resources would appear to be more relevant to the new programs than concepts such as instructional aids, documentation, printed material, audiovisual material or computer resources. The concept of instructional aids coincided with technologies developed in the seventies, and corresponded to programs whose strategies were based on instruction. Today's new programs are based more on the learning process, the acquisition of learning skills, and the student's progress. In this context, the concept of library resources encourages the integrated use of all resources, and would appear more relevant, effective and profitable from a pedagogical point of view.

2.1 DEFINITION

The definition below takes into account the historical development of the concept of library resources.

A clear definition for the eighties must consider three elements: the objectives of the school system in general; the objectives of the programs; and the requirements of the regulations respecting the basis of preschool, elementary and secondary organization. Such a definition indicates the basic elements of the concept and demonstrates the importance of the pedagogical use of library resource centres (even very small centres) to both students and teachers.

Library resources may thus be described as the sum of documents, information and instruments available to teachers, students and other educators for the purpose of supporting teaching and learning activities. Like any other means of communication, production or expression, these resources must meet specific pedagogical needs, whether related to a given subject (English Language Arts, History, Mathematics, Electronics, Cuisine) or to general (i.e. "personal") education such as research, acquiring work methods, openness to the world, developing a sense of responsibility, autonomy, culture, a taste for and an enjoyment of reading.

1 See Appendix
The Evolution of the Concept of Library Resources

2.2 TYPOLOGY OF LIBRARY RESOURCES

Library resources take various forms. These are often referred to as "media" by analogy with means and mode of communication and methods for processing, organizing and producing information.

Library resources are generally divided into four categories: printed documents, audiovisual documents, computer documents and iconographic documents.

Printed Documents

- *printed material*: books, textbooks, periodicals, newspapers, encyclopedias, workbooks
- *maps, charts, illustrations*
- *posters*

Audiovisual Documents

- *audio*: records, tapes, radio programs
- *visual*: acetates, filmstrips, slides, microfiches, photographs
- *audiovisual*: 16 mm films, videotapes, slide shows, television programs, videodiscs

Computer Documents

- *programming languages*
- *application software*: creation, usage and manipulation of data
- *courseware*: exercisers, tutors, simulators, games

Iconographic Documents

- *globes*
- *sculptures*
- *scale models*
- *puppets*
- *educational games*
- *models*
- *objects*

To this simple typology may be added three groups of resources which further enrich the concept of library resources. The first is people. Each individual possesses his or her own knowledge and abilities; people undoubtedly constitute the most dynamic resource one might wish to consult. The second is equipment, which makes it possible for content to be transmitted, amplified or disseminated. Equipment includes such items as chalk and blackboard, projector and screen, tape recorder and speaker, video tape recorder and screen, typewriter and paper, television and cable or antenna, microcomputer, monitor and related material. Finally, space must be considered. This includes furnishings, facilities and the organization of the physical environment for the optimal use of resources.

A strategy of "full-employment" must be practised with regard to the various types of documents.

The use of documents other than the basic textbooks and workbooks must become part of the daily routine for both teachers and students.

The use of a document may be characterized as pedagogical when such use has been planned, organized and evaluated with a view to improving teaching and learning either simultaneously or separately.

3 LIBRARY RESOURCES IN INSTRUCTIONAL PLANNING

... The teachers' planning period represents an ideal opportunity for them to create ties with library resource personnel.

"In selecting teaching materials, teachers must necessarily decide not only what content is to be learned but also how it will be learned. The student, the teacher, the learning situation will dictate which materials are most appropriate. As with all the other factors, a variety of materials, presented in a variety of ways will allow the students to explore, to select, to learn in their own individual manner. Materials to which students should have access include magazines, periodicals, texts, encyclopedias, reference books, films, videos, sound cassettes, etc. Making efficient use of these resources presupposes that students have been introduced to independent research methods, are supported by their teachers in their explorations, and have easy access to the library and resource centers."[1]

In the same spirit, we can say that THE USE OF A DOCUMENT MAY BE CHARACTERIZED AS PEDAGOGICAL WHEN SUCH USE HAS BEEN PLANNED, ORGANIZED AND EVALUATED WITH A VIEW TO IMPROVING TEACHING AND LEARNING EITHER SIMULTANEOUSLY OR SEPARATELY. Whatever is used — videotape, acetate, encyclopedia, periodical, software, or television program — teachers must know why they are using a particular document. In other words, they must know what learning or teaching needs are being served, and what results are to be achieved.

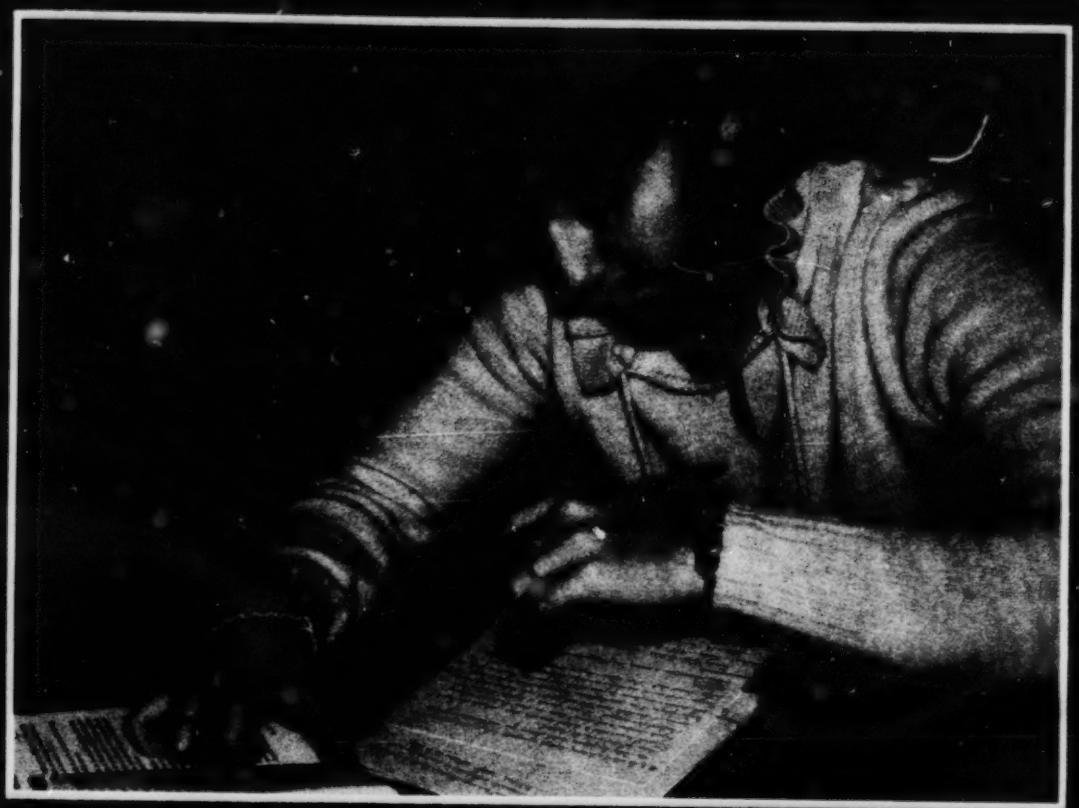
To do this they must evaluate their own utilization of the document and gauge its effectiveness; results of the evaluation can then be used to determine what changes are necessary in the teachers' work with their students. This exercise in selecting documents constitutes part of the teachers' instructional planning process. The same is true when teachers assign a research project: they must be familiar with the type, quality and quantity of documents in the school's documentation centre. This enables them to determine what they may reasonably demand from students, and what results they may expect.

To get the most out of library resources, A STRATEGY OF "FULL EMPLOYMENT" MUST BE PRACTISED WITH REGARD TO THE VARIOUS TYPES OF DOCUMENTS. Library resources must not be seen as means which are used "just in case", "if we have the time", "once in a while", "after the fact", etc. Teachers must further develop the practice of instructional planning, within which careful resource choices are made. It is also important that specialized staff in charge of library resources intensify animation activities and encourage increased use and choice of resources. The teachers' planning period represents an ideal opportunity for them to create ties with library resource personnel. This makes it easier for the latter to advise teachers in preparing and organizing activities which require the use of documents. At the same time, teachers can make sure specific resources are available, and can support students in both their school and personal work.

THE USE OF DOCUMENTS OTHER THAN THE BASIC TEXTBOOKS AND WORKBOOKS MUST BECOME PART OF THE DAILY ROUTINE FOR BOTH TEACHERS AND STUDENTS.

Instructional planning must become a more open activity in order to make the pedagogical use of library resources an integral part of teaching. This in turn implies changes in the school's organization and teaching methods. It is up to the administrators to encourage the partners in the school to pool their efforts in carrying out activities and projects destined to make more efficient use of library resources in order to improve the planning of both teaching and learning.

1 Ministère de l'Éducation, ***Learning... Teaching... And The New Programs***, Direction générale du développement pédagogique, Direction de la formation générale, Québec, 1984, p. 22.



THE LIBRARY RESOURCE CENTRE

The library resource centre in an elementary or secondary school is an integral part of educational services. It may be seen as a multidimensional organization whose specific and fundamental vocation is pedagogical, in that it exists to provide support to learning and teaching activities. In keeping with the spirit of the new programs, it is essential that teachers and students have access to a variety of documents immediately available in their school environment. This particular pedagogical characteristic is what distinguishes the school's resource centre from related organizations such as the public library and the local arts centre. The same characteristic also shapes the centre's organization of material and services.

The role of management in this context is to guarantee the availability of resources needed to ensure high quality learning and rich and varied instruction, as per the new programs.

The pedagogical functions of the resource centre necessarily affect the organization of its various other components. These include the personnel's work load; their training or upgrading; management of the library resource system; layout of the centre; furnishings; loan system; reference system; document holdings; and training, consultation, and other services to be made available.

The library resource centre is suited to the requirements of several programs. A few examples are: the English language arts program, in which five types of discourse are examined (persuasive, expressive, informative, humorous and poetic); the social studies program, in which students are required to study their own region; the mathematics and natural science programs with their emphasis on problem-solving; and the history program, which requires that students construct a time line.

Resource centre personnel must be aware of these requirements so that they can consult users on their needs, locate and select relevant documents in the collection, classify the documents in certain ways and make them known so that they are accessible to both teachers and students. In some cases it may be necessary to acquire additional works to meet these new requirements.

4.1 ADMINISTRATION AND USER SERVICES

Operating a resource centre implies a degree of organization that allows maximum accessibility to documents. Organization is more or less complex depending on existing resources and the characteristics of the environment.

The library resource centre consists of two sectors: user services and administration.

4.1.1 USER SERVICES

... The degree to which such services are available directly affects the users' access to documents as well as the use they are able to make of them.

This sector must be organized in such a way that the centre's personnel are able to provide services which correspond to the centre's pedagogical vocation and which meet the specific needs of the users. *The degree to which such services are available directly affects the users' access to documents as well as the use they are able to make of them.*

There are two kinds of user services: those related to the staff's direct contact with the users, and those related to the arrangement of the physical environment.

User-related services include a number of functions: receiving users; training them; helping them locate resources; helping them select and consult documents; providing support in teaching plans; providing support in research, production and expression projects; providing support in reading activities; conducting various cultural and educational activities; seeing to external relations; and promoting services and products.

Services related to the arrangement of the physical environment must satisfy the users and support the activities of the resource personnel. These services also include several functions: arranging furniture; providing space for written work, film and slide projection, listening posts, reading, consultation, reference, expression, creation, production, individual and group work activities, user training sessions; and providing access to outside sources of information such as data banks.

4.1.2 ADMINISTRATION

... Centres must be managed in such a way as to provide services which encourage maximum use of library resources.

In this context, administration is the supervisory and decision-making sector. It includes all activities which enable the library resource centre not only to exist, but also to deliver its services to users. The majority of these activities, carried out by the personnel, are not generally apparent to the users and other partners in the school system. The dynamic character of this sector is nonetheless a determining factor in any efficient library resource centre.

The main administrative activities have to do with defining the centre's vocation in relation to the particular environment (i.e., elementary or secondary level, first cycle or second cycle, etc.). Administrative activities include the following tasks: budgeting; personnel selection and job description; purchasing (of documents, work instruments, furniture, equipment); document processing; loan and consultation systems; schedule preparation; repairs and maintenance; creating mechanisms for consultation with teachers and other educators; preparation and approval of various activities or training sessions with users; and external relations.

In summary, the management of this service concerns all the school's administrators, teachers and library resource personnel. *Centres must be managed in such a way as to provide services which encourage maximum use of library resources.*

The role of classroom libraries or reading areas is to make the school's documents more readily available to pupils. Decentralizing facilities is one way of getting the most out of the school's library resources. Classroom libraries may be seen as satellites of the library resource centre, with the latter responsible for document management in the school as a whole. It is essential that functional ties exist between classroom libraries and the library resource centre. This makes it possible to renew the collection, publicize new titles, give access to more extensive and varied holdings, and make available the knowledge of specialists and technicians in the fields of librarianship, documentation and instructional aids.

Bourneuf and Paré[1] note that the reading area *is simply an instrument for encouraging the child's growth through the wonderful world of children's literature. There is nothing magical about reading areas as such,* (*p.* 14); *they constitute a teaching instrument and must be used in this way by teachers* (p. 139). Reading areas cannot compensate for the absence of a library, but must rather be seen as organizational entities which facilitate pupils' learning, especially that of very young pupils. To deny the value of reading stations is, in a sense, to deny the importance of particular teaching strategies. Similarly, to deny the importance of functional ties between reading areas and the library resource centre is finally to deny the importance of qualified and competent documentation personnel and to refuse access to a broad range of library resources.

Bourneuf and Paré also note that *reading area activities, like any classroom activity, may stop meeting student needs unless they are renewed and reinvented on a daily basis. New titles must appear, and new interests must be encouraged. Weekly changes must be made in either the documents themselves or in the way they are used. When pupil interest declines, teachers must be able to thoroughly change the material available and set out again in a new direction.*

Classroom libraries and reading areas are fairly widespread in Québec's elementary schools. If we extend the notion of reading areas to include the creation of reserved areas for the enjoyment of reading, we may begin to consider the possibility of establishing reading areas in the cafeteria, on the playground, in the assembly hall or in the library resource centre. Such stations would be temporary and mobile, and would provide a comfortable and appropriate area for reading.

1 BOURNEUF, Denyse et André PARÉ, ***Pédagogie et lecture***, Animation d'un coin de lecture, (Montréal: Québec-Amérique, 1975), 143 p.

Whatever the situation, students have the right to high quality resources which are relevant to their needs and to the tasks they must carry out.

5 THE PARTNERS ON THE LIBRARY RESOURCE SCENE

The library resource centre is a matter of concern to all groups and individuals in the school. All parties must work together as partners to ensure a dynamic administration of high quality services. Everyone — teachers, students, parents, non-teaching professionals, administrators, and specialists in library resources or instructional aids — assumes a different role depending on his/her needs, qualifications and responsiblities. Some roles must be assumed by one person, while others can be shared among several people.

5.1 ROLES OF THE PARTNERS IN RELATION TO LIBRARY RESOURCES

The main roles of the various parties in relation to library resources are indicated by the table on the following page. These roles are succinctly described in subsequent pages.

5.1.1 STUDENTS

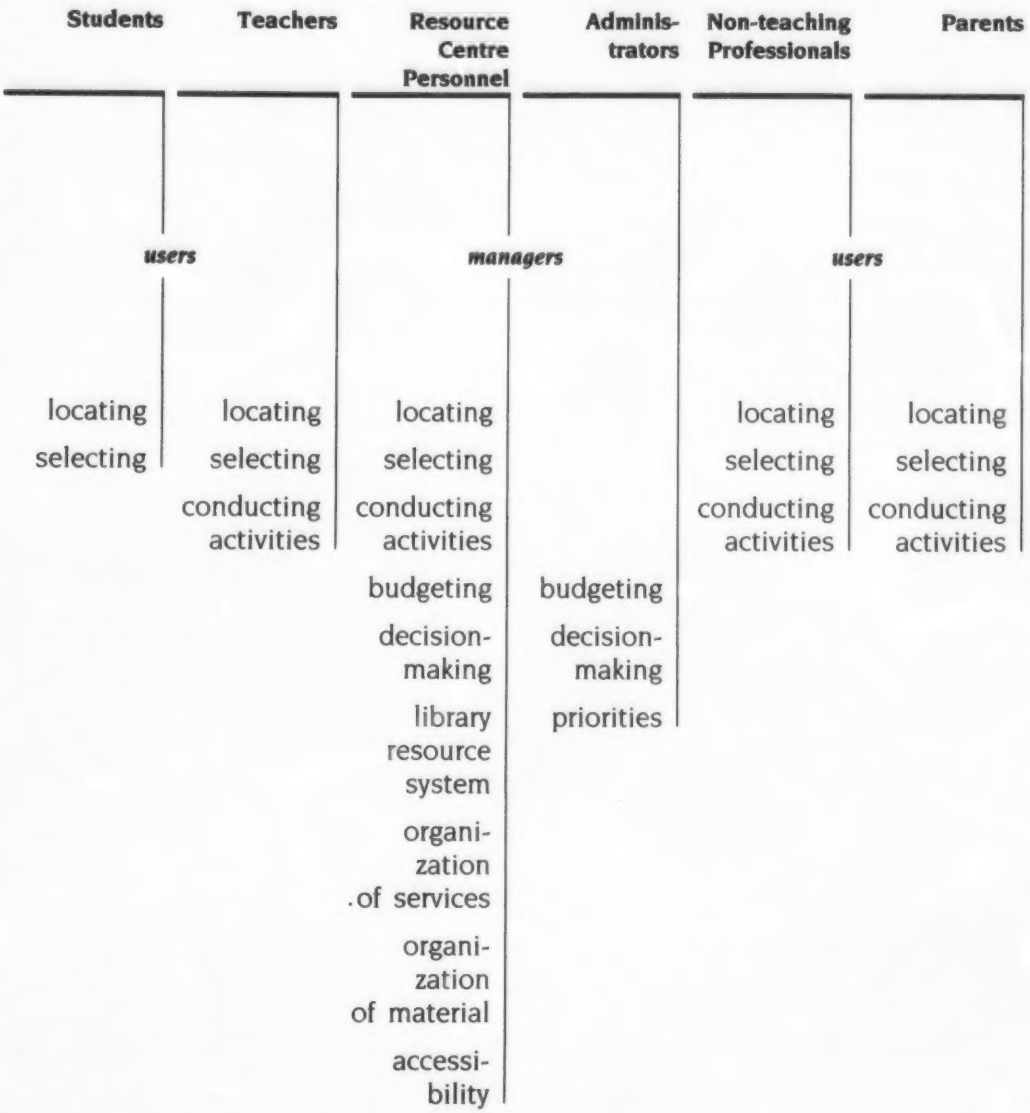
Students constitute the largest group of library resource users in the school. Their status as users varies from one situation to the next. When teachers use a given document to explain an idea in the classroom, that document is an instrument for the teacher. The students in this case might be described as **captive users**. On the other hand, let us suppose teachers assign a project. They make some documents available to the students, and suggest they make use of the library resource centre and its personnel. In this case, the students are **active users**. Finally, students may decide themselves to make use of the resource centre in order to do assignments, read, listen, produce, create or express. Such students can be seen as **autonomous users**, and as such they are able to contribute to the processes of locating and selecting new library resources. Whatever the situation, students have the right to high quality resources which are relevant to their needs and to the tasks they must carry out.

5.1.2 TEACHERS

... The teachers' role is extremely important for the success of the centre, since it is largely through them that needs can be expressed and defined.

Teachers are both users of library resources and special partners of the library resource centre's personnel. *The teachers' role is extremely important for the success of the centre, since it is largely through them that needs can be expressed and defined.* They complement their instruction with resources other than school textbooks and suggest that their students use these resources in the learning experience. Teachers are also responsible for collaborating in the selection of documents and in the preparation of activities and training sessions for students. The nature of teachers' work puts them in an excellent position to encourage students to consult the specialized staff, and to stimulate them to make regular use of available resources. Without the active participation of teachers, the centre's efficiency is considerably diminished.

Roles of the Partners in Relation to Library Resources



5.1.3 RESOURCE CENTRE PERSONNEL

... In order to provide relevant services which meet user needs, resource centre personnel must be familiar with pedagogical concerns, teaching and learning strategies, and the programs.

A well-organized library resource centre generally includes three categories of specialized personnel: professional, technical and support. Their overall responsibility is to see to the efficient management of the centre. Their time is divided between management tasks on the one hand, and tasks related to user services on the other. The latter constitute their principal activity. *In order to provide relevant services which meet user needs, resource centre personnel must be familiar with pedagogical concerns, teaching and learning strategies, and the programs.* In this sense, they assume responsibility for their own training. It is essential that the centre's personnel, in conjunction with the other partners, participate in cultural and pedagogical activities, and help train users in the utilization of library resources. These activities are central to their role.

5.1.4 ADMINISTRATORS

... Administrators should encourage consultation among the various partners in order to ensure maximum efficiency.

The term "administrator" refers mainly to school principals. In the context of making educational services available to students and teachers, administrators are responsible for several areas of library resource centre management. These areas include budgeting, pedagogical leadership, decision-making and establishing priorities. School principals are thus responsible for encouraging and supporting library resource centres which correspond to the particular needs of the users in their schools. *Administrators should encourage consultation among the various partners in order to ensure maximum efficiency.* They are also responsible for long-term planning so that services remain available on a permanent basis. Directors of educational services with the school boards may also be considered administrators, since they assume the same responsibilities for all the schools within their district.

5.1.5 NON-TEACHING PROFESSIONALS

Non-teaching professionals with a role to play in library resources include educational consultants, auxiliary service professionals and any educators attached to schools. Like teachers, this group is at once a partner of the resource centre personnel and a user of the centre. Individuals in this group are specialists who provide support to students and advice to teachers. They are thus in a position, as partners, to contribute to the organization and development of the school's library resource centre. Concretely, they might help set up special services to meet particular needs, participate in cultural and other activities, or help with user-training activities.

5.1.6 PARENTS

Particularly at the elementary level, parents are willing to work as volunteers in the schools. This type of work gives them the opportunity to play an active role as partners in the education process. As elsewhere, parents who assist in the area of library resources are capable of doing more than simply compensating for the lack of services and personnel. In this sense, their role is one of support rather than replacement. Parents are most useful not as shelf cleaners and book stackers, but as volunteers whose responsibilities bring them into a direct relationship with the users. Their role can be one of helping the children to read, do research or work on projects. They can also participate in committees involved in selecting documents. This volunteer work must be guided and organized. Training programs for parents should therefore be set up so that they may become more effective partners in this area.

6 USER TRAINING

... The school's library resource centre cannot be efficiently used unless users are trained.

The school's library resource centre cannot be efficiently used unless users are trained. This means that adequate time and energy must be invested in creating and carrying out training programs. In accordance with a philosophy of continuing education, it would seem profitable to begin training activities at the kindergarten level. It is essential that users — mainly teachers and students — receive appropriate training. Training serves a variety of purposes: it develops the desire to use resources regularly, and it teaches the skills and knowledge that are needed to make effective use of available resources and services. Training for students and teachers, although different, should be complementary. Administrators and counsellors are likewise users, and made-to-measure training programs should also be set up for them. Suggested training activities will be found in chapter 10.

6.1 STUDENT TRAINING

... Their responsibility is to make students *wise consumers* in the rich and varied field of library resources.

Teachers and documentation personnel form a partnership in questions of student training. They must agree on content, strategies, and timing. *Their responsibility is to make students wise consumers in the rich and varied field of library resources.* Strategies must be developed that will stimulate students to discover, inquire, research, produce and create. It should be noted that the preparation of several concurrent and interchangeable modules would be more useful than a single session which attempts to cover everything in forty-five minutes.

This approach to student training demands that the student's capacities be taken into account, and that the training itself correspond to the teaching process. It is an illusion to think that a grade two pupil, still coming to grips with the alphabet, will become interested in the intricacies of the card catalogue. In a training program, two different roles for teachers and documentation specialists may be suggested. Teachers can acquaint students with the basic skills of independent work methods, while the centre's specialized staff can fine-tune these skills with specific reference to the school's library resource centre, the municipal library or the local arts centre. What is important is that both partners agree on how training programs are to be prepared and carried out. Programs may be spread out over several months or even several years.

6.2 TEACHER TRAINING

Although teachers are responsible for their own user training, documentation specialists are considered their special partners in the school. As such, the personnel of the library resource centre should exercise a certain leadership in encouraging teachers to join them in the creation of made-to-measure training programs which call upon the particular knowledge and experience of both parties.

Teacher training in this context can be divided into two categories: training designed to help teachers make effective and planned use of library resources in their teaching; and training designed to make them better able to help students use library resources wisely, effectively and independently, both inside and outside the school.

6.3 TRAINING FOR ADMINISTRATORS AND CONSULTANTS

Training for educational consultants and school principals is very similar to that suggested for teachers. Such training should make them more aware of the library resource system, and of the support they can provide to students, teachers and the centre's staff.

Organizational Aspects

... questions dealing first with the appropriateness of using a given resource, secondly with the relevance of the resources used in relation to the programs, and thirdly with strategy.

7 THE LIBRARY RESOURCE SYSTEM

... One of the main tasks of the person responsible for the centre is to manage the library resource system. This may be defined as the process by which the appropriate library resources are acquired and made available to users.

One of the main tasks of the person responsible for the centre is to manage the library resource system. This may be defined as the process by which the appropriate library resources are acquired and made available to users. This process may be based exclusively on the product (by acquiring the very latest in material, for example), or it may concentrate on user needs. Library resource centres in schools must unquestionably emphasize user needs in order to effectively fulfil their pedagogical vocation. This characteristic suggests a library resource system based on two poles: *defining and subsequently meeting user needs*. The table which follows illustrates the process in more detail.

THE LIBRARY RESOURCE SYSTEM

Defining user needs

Process of acquiring library resources

- consultation
- location
- selection: *qualitative table* *quantitative table*
- acquisition

Meeting user needs

Process of making library resources available

- processing documents: *files, catalogues, data banks*
- accessibility *to documents, to files/catalogues (author, subject, etc.), to shelves, to data banks*
- document loans
- user training
- activities, advice, support
- consultation
- use
- circulation

Process of updating library resources

- consultation
- pruning: *removal, conservation of documents*
- replacement
- new acquisitions

8 SELECTING LIBRARY RESOURCES DURING INSTRUCTIONAL PLANNING

In the planning process, teachers select the resources they will use to complement their teaching. This begins a process of evaluation which enables teachers to make the best possible choices for their teaching. Concerned about the effectiveness of their teaching process, teachers ask themselves three types of questions dealing first with the appropriateness of using a given resource, secondly with the relevance of the resources used in relation to the programs, and thirdly with strategy. This process is an excellent opportunity for teachers to consult with documentation centre personnel, thus reinforcing collaborative efforts for the ultimate benefit of the students.

8.1 *Questions Concerning the Appropriateness of Using Library Resources*

These questions depend largely on the teaching procedures of the teachers. Decisions resulting from the teachers' planning (decisions on whether to use documents or some other means) have an impact on the students' learning and condition certain aspects of the teachers' strategy. The following groups of questions are intended to help teachers determine whether the use of one or more library resources is appropriate. The lists are by no means exhaustive.

Useful Questions

Series A

Using the resource will...
■ motivate, ■ stimulate, ■ create a favourable atmosphere, ■ allow for role playing, ■ familiarize, establish a climate of security, ■ stimulate curiosity.

Series B

Using the resource will...
■ verify comprehension, ■ verify the acquisition of knowledge, skills, attitudes, ■ develop attitudes or skills.

Series C

Using the resource will help to...
■ name, ■ identify, ■ define, ■ use, ■ clarify, ■ make concrete, ■ demonstrate, ■ illustrate, ■ point out, ■ increase understanding of, ■ analyse, ■ develop, ■ add details to, ■ begin, ■ introduce
... a theme, idea, subject.

Series D

Using the resource will help to...
■ summarize, ■ synthesize, ■ conclude, ■ find a common definition.

Series E

Using the resource will help to...
■ vary strategies, ■ introduce topics in a more interesting way, ■ make the transition from theoretical explanations to practical work, ■ make the transition between two ideas, themes, subjects or disciplines.

Series F

Using the resource will help to...
■ support expression and creation, ■ develop a critical sense, ■ encourage autonomy, ■ acquire another work method, ■ teach techniques of analysis and synthesis, ■ reinforce basic knowledge.

8.2 Questions Concerning the Relevance of the Selected Library Resources in Relation to Programs

Questions of this type allow teachers to make sure their selection of library resources is appropriate to what they are teaching. This assumes that the teachers are in a position to back up their resource selections with a sound evaluation they will build themselves or is available from other sources.

The questions below are general in scope. They are nonetheless useful in constructing analysis charts for resource selection. It should be noted that these questions are also compatible with the pruning criteria described under item 9.1.

In relation to the programs...

- does the content of the document conform to general objectives, both intermediate and terminal?
- does the document contain different or contradictory objectives?
- do the proposed teaching methods correspond?
- does the document contain more superfluous than essential material, given the object of study?
- does the document correspond to the child's level of understanding and development?
- are the vocabulary and level of language appropriate to the students?
- are illustrations, pictures, language and sound of sufficiently high quality?
- does the document contain discriminatory stereotypes?

8.3 Questions Relating to Strategy

During the planning process, teachers ask themselves a number of questions designed to clarify their teaching strategy, master its procedures, and improve the student's learning process. In a sense, then, questions on strategy constitute an exercise in objectification which completes the teacher's planning process.

The following are a few useful questions teachers might ask themselves:

- Why is a particular resource (other than standard textbooks) being used?
- What does the use of this resource change or replace in the usual teaching strategy?
- Why is this document preferred to another?
- What does the use of the document demand in the way of immediate or eventual preparation for the students or for the teacher?
- Is it necessary to enlist the help of colleagues?
- How can the relevance and effectiveness of the resource be evaluated?
- Do the students know how to use the resource?
- Is it necessary to provide for an implementation or training period for teachers or for students?

9 UPDATING THE COLLECTION

... Updating makes it possible to assess the quality, quantity and relevance of the collection with regard to user needs.

Updating the collection is an operation which consists in examining the school's document collection according to a set of predetermined critera. Updating makes it possible to assess the quality, quantity and relevance of the collection with regard to user needs. It also provides an opportunity to make new choices and acquire new documents according to any new needs users may have expressed.

Effective updating requires a pruning process to decide on which documents will be kept and which will be removed from the collection. The pruning process must consider available human and financial resources, as well as priorities regarding the removal and replacement of documents. The argument that not enough documents will be left, or that the document-student ratio will be too low, cannot be accepted. It is better to have a small number of high quality documents than a great deal of inferior material that collects dust on the shelves.

... The application of these criteria should help in deciding whether certain documents should be kept or removed.

The best instrument for proceeding with the pruning process is a table of pruning critera concerning the content and condition of the documents. The application of these criteria should help in deciding whether certain documents should be kept or removed. The use of a table of critera is always a delicate operation, especially with regard to content. Developing a weighting system in the application of criteria makes it possible to take particular situations into account, and to avoid excessive rigor resulting in decisions that run contrary to the purpose of the exercise (censorship, for example).

... Ensuring compatibility between the two instruments is in itself a way of planning the acquisition and availability of documents which meet the needs of the users.

The table of criteria may be weighted by establishing degrees of strictness in the judgments to be made, and by establishing quantitative limits, popularity indices, rareness indices, and availability indices. Replacement costs and the type of documents must also be considered. It must be asked whether it is necessary to judge different kinds of documents — reference works, literary works, 16 mm films, records, software — with the same degree of severity? The operation nonetheless requires that all aspects of a document be submitted for analysis, even though it may eventually be decided that a particular criterion or group of criteria cannot be applied to the document in question. Finally, it is important that the criteria used for pruning be compatible with those used in selection. Ensuring compatibility between the two instruments is in itself a way of planning the acquisition and availability of documents which meet the needs of the users.

Updating the collection is a two-step operation. Using the pruning table, one first decides which documents will be kept and which will be removed from the collection. When this is done, it is necessary to decide what to do with the documents that have been removed. Some can be recycled (paper, film, tape, flexible disks), while others can be kept in the archives, exchanged, donated or sold to other documentation centres, to public libraries, or to various other agencies.

9.1 *Pruning Criteria*

The following criteria may be useful in constructing a pruning table for updating collections in schools.

9.1.1 *Content Criteria*

- false, inaccurate or dated information
- not corresponding to program objectives
- not corresponding to the vocation of the school's library resource centre (elementary, secondary, first cycle, second cycle, etc.)
- not corresponding to user needs
- poor language quality
- too difficult level of language (text, vocabulary, legibility)
- poor quality illustrations, pictures
- poor sound quality
- presence of discriminatory stereotypes: sexist, racist, ethnic, religious, cultural, social, physical
- presence of undesirable social or moral values
- written language not adapted to the proper age level
- of no archival value
- of no historical, traditional or unique value

9.1.2 *Criteria Concerning the Condition of the Documents*

- old, worn, damaged, outdated
- scratched film
- poor quality image
- poor sound quality
- repair cost higher than replacement cost
- too many copies
- worn bindings
- infrequently used
- viewing and sound equipment unavailable (i.e. no projectors, tape recorders, microcomputers)
- poor typographical quality

Summary

9.2 *Main Elements of Updating*

Objectives:

- to conserve documents which meet the needs of the school's users;
- to remove documents which do not meet these needs;
- to acquire new documents which meet user needs.

Decisions:

- to conserve documents at the school or with another agency;
- to eliminate documents;
- to acquire new documents.

Instruments:

- a table of criteria concerning the content and condition of the documents;
- weighting factors to ensure a balanced application of the table;
- two key sentences:

we will conserve the document because...

we will not conserve the document because...

The school's personnel — teaching staff, resource centre staff and other educators — must work together to establish and carry out effective training programs that will encourage users to take full and more frequent advantage of the library resource centre.

User training should continue throughout elementary and secondary school.

Students and teachers are the main users of the school's library resources. Training programs for both groups must meet their needs and take into account the inherent requirements of the library resource system. Programs should be concrete, stimulating and useful, in the spirit of the proposals formulated in chapter 6. User training should continue throughout elementary and secondary school. Indeed, sometimes training must be begun anew to accommodate new teachers, students, needs, resources or methods (data banks, etc.).

The list below suggests a few general objectives for teacher and student training programs.

10.1 General Objectives of Training Programs

For Students:

- to develop students' skills in using the instruments and work methods specifically meant for the library resource centre;
- to familiarize students with library resources as a tool that can help them with schoolwork and personal projects;
- to stimulate and maintain the students' desire to consult, discover, research, create, produce and express;
- to cultivate and stimulate the students' enjoyment of reading, listening and observing;
- to stimulate the students' independent use of existing data banks, whether computerized or not.

For Teachers:

- to familiarize teachers with the school's collection;
- to make teachers aware of the ties existing between the practical application of programs and the planned use of library resources;
- to encourage teachers to incorporate the use of library resources in their teaching;
- to familiarize teachers with the management of the library resource system;
- to familiarize teachers with library resources as tools and as work instruments for both themselves and students;
- to develop teachers' skills in using the instruments and work methods specifically meant for the library resource centre;
- to develop their skills in using the various instruments available for the selection of documents.

10.2 Examples of Training Activities

A strategy for planning and carrying out training programs consists in transforming each general objective into specific training activities. The content of these activities should correspond to the particular users they address. As an example, the general objective "to develop students' skills in using the instruments specifically meant for the library resource centre" would become one of the following activities for students at the elementary level. (These activities must be part of actual and useful projects, related to the learning and teaching situations.)

10.2.1 Grade Five Students

Objective: Teach students to distinguish author cards from subject cards.

Activity: Have a treasure hunt for information tools.

10.2.2 Grade Six Students

Objective: Teach students the ten categories of the Dewey Decimal System.

Activity: Observe and recognize titles and call numbers. Assign call numbers to one of their projects or favourite books.

10.2.3 Very Young Pupils

Objective: Match key words commonly used in the resource centre with the objects they denote.

Activity: Match printed words with corresponding pictures:
- verbal guessing games,
- guided tour of the library resource centre.

Each of the above activities is rooted in a general objective. The list of activities could be extended considerably, with activities taking a variety of forms: document display, thematic display, story period, reading period, research period, guest speaker (author, researcher, producer, other), bestseller day, consultation period, role of library resources, practice on computerized data banks, professional development day on the use of library resources, using the centre for browsing, self-expression or working on a project... the list goes on.

The school's personnel — teaching staff, resource centre staff and other educators — must work together to establish and carry out effective training programs that will encourage users to take full and more frequent advantage of the library resource centre.

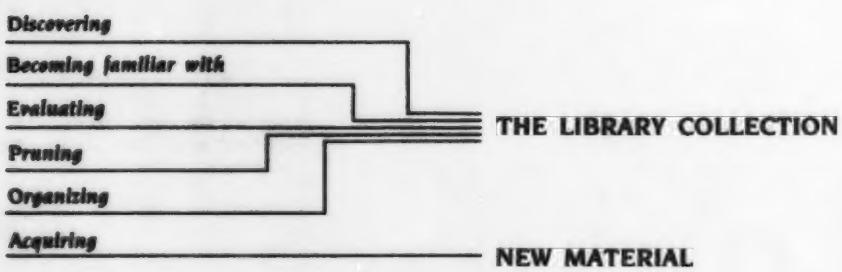
11 BECOMING FAMILIAR WITH THE SCHOOL'S LIBRARY COLLECTION

... The main reason the school's library collection is insufficiently used is that potential users do not know enough about it.

... Worse, lack of basic organization often contributes to a lack of interest in library resources.

The main reason the school's library collection is insufficiently used is that potential users do not know enough about it. Worse, lack of basic organization often contributes to a lack of interest in library resources. The exercise on the following pages is intended for all partners concerned with library resources in the school. It was designed to help them discover and become familiar with the resources available in their immediate environment, and to subsequently organize these resources with a view to making more effective use of them.

The questionnaire found on the next page is based on the six following elements:



The questions which follow represent the most significant aspects.
Each question may have more than one appropriate answer.

11.1 *Where are the documents?*

■ in a central location ■ in the classrooms ■ in the administration offices ■ in a cupboard ■ on the window sills ■ in the basement ■ elsewhere ... where?

11.1.1 *Who is immediately responsible for the documents?*

■ a librarian ■ a library technician ■ a specialist in instructional aids ■ an educational consultant ■ a teacher ■ an administrator ■ a secretary ■ several teachers ■ a parent ■ a student ■ no one

11.2 *What kinds of documents are available?*

■ books, encyclopedias ■ periodicals, newspapers ■ maps, charts, illustrations ■ posters ■ records, cassettes ■ acetates, filmstrips, slides, photographs ■ 16 mm films, videotapes, slide shows, television programs ■ computer flexible disks, software, courseware ■ globes, models, sculptures, educational games, puppets

11.2.1 *How many documents?*

■ sum total of all documents ■ sum total of all documents in each category ■ ratio of documents per class, per cycle, per student, per teacher

11.2.2 *Are the documents of adequate quality?*[1]

■ linguistic quality ■ age of documents ■ relevance to programs ■ adapted to particular age groups ■ absence of stereotypes of all kinds

11.2.3 *Who uses the documents? When? Why?*[2]

■ students: alone, in small groups, the whole class together, at the library resource centre, at home, elsewhere ■ teachers: for classroom demonstrations in order to assign work to students ■ the principal ■ other educators ■ parents ■ no one

11.3 *Is there a budget for acquisitions?*

■ known to all teachers ■ at the discretion of the principal ■ at the discretion of someone in the school board ■ reserved exclusively for document acquisition ■ reasonable, in comparison to other needs

11.4 *How are the documents classified?*

■ Dewey system ■ the Centrale des bibliothèques system ■ colour coded ■ in-house system according to classroom, school, school board ■ other system ■ no system

11.5 *What documents are available in the school board? In other schools of the same board?*

■ conditions governing use, reservations, accessibility ■ why are the documents where they are? ■ who is in charge of the documents?

11.6 *Who selected, acquired and paid for the documents?*

■ the principal ■ teachers (individually or as a group) ■ the school board's purchasing agent ■ the school secretary ■ the library technician ■ the librarian ■ the specialist in instructional aids ■ the educational consultant ■ members of the school committee ■ other

11.7 *How were the documents selected and acquired?*

■ through the use of an analysis table ■ according to an imposed list ■ at random ■ first come, first served ■ in secret

11.8 *What is the most important consideration in managing the school's library resources?*

■ locating documents ■ consulting catalogues ■ evaluating and selecting ■ purchasing ■ cataloguing ■ repairing ■ making documents available ■ conducting activities ■ lending documents ■ ...

1 (See item 8.2, *Questions Concerning the Relevance of the Selected Library Resources in Relation to Programs*. See also item 9.1, *Pruning Criteria*.)

2 (See item 8.1, *Questions Concerning the Appropriateness of Using Library Resources*, and item 8.3, *Questions Relating to Strategy*.)

12 METHOD FOR SETTING UP A LIBRARY RESOURCE CENTRE

The process outlined below is based on the Critical Path Method (CPM) whose purpose is to "coordinate the information needed to plan and carry out a project". The Critical Path Method is useful in organizing new projects, or in making important changes in existing projects, through the evaluation of various essential elements: time, resources, costs, etc. One of the main characteristics of the method is that the critical stages of the projects must be precisely defined. It is also essential to determine the time and resources (human, material and financial) that can be allotted to each activity or group of activities. It is suggested that graphs or similar means be used to chart and illustrate the stages and activities necessary to ensure the success of the project.

12.1 *Eleven Essential Tasks*

Activity: an activity is a series of basic operations to be carried out.

Stage: a stage represents a critical situation that must be passed through in order to carry out the project.

1 ***List and define***
- *a*) activities,
- *b*) stages.

2 ***Rate according to two criteria:***
primary and secondary,
- *a*) the activities,
- *b*) the stages.

3 ***Determine the ideal order for carrying out***
- *a*) the criterion-referenced activities,
- *b*) the criterion-referenced stages.

4 ***Establish as precisely as possible the duration, time limits or deadlines for***
- *a*) the realization of the activities,
- *b*) the realization of the stages.

5 ***List and define known categories of resources according to two criteria:***
- *a*) what is presently available,
- *b*) what must be made available.

6 ***Evaluate the scope of the project in order to decide***
- *a*) whether to carry it out entirely, as a single project,
- *b*) whether to divide it into several projects of smaller scope.

7 ***Ensure the success of the project by***
- *a*) specifying desired results,
- *b*) realistically assessing the possibility of achieving these results.

8 ***Describe the activities, stages, desired results, responsibilities and resources to be used in the project.***

9 ***Evaluate the means used in order to be certain they are compatible with the requirements and objectives of the project, and with strategies and available resources.***

10 ***Establish a table for the division of responsibilities.***

11 ***Begin the project by proposing a "path" for setting up a library resource centre.***

Conclusion

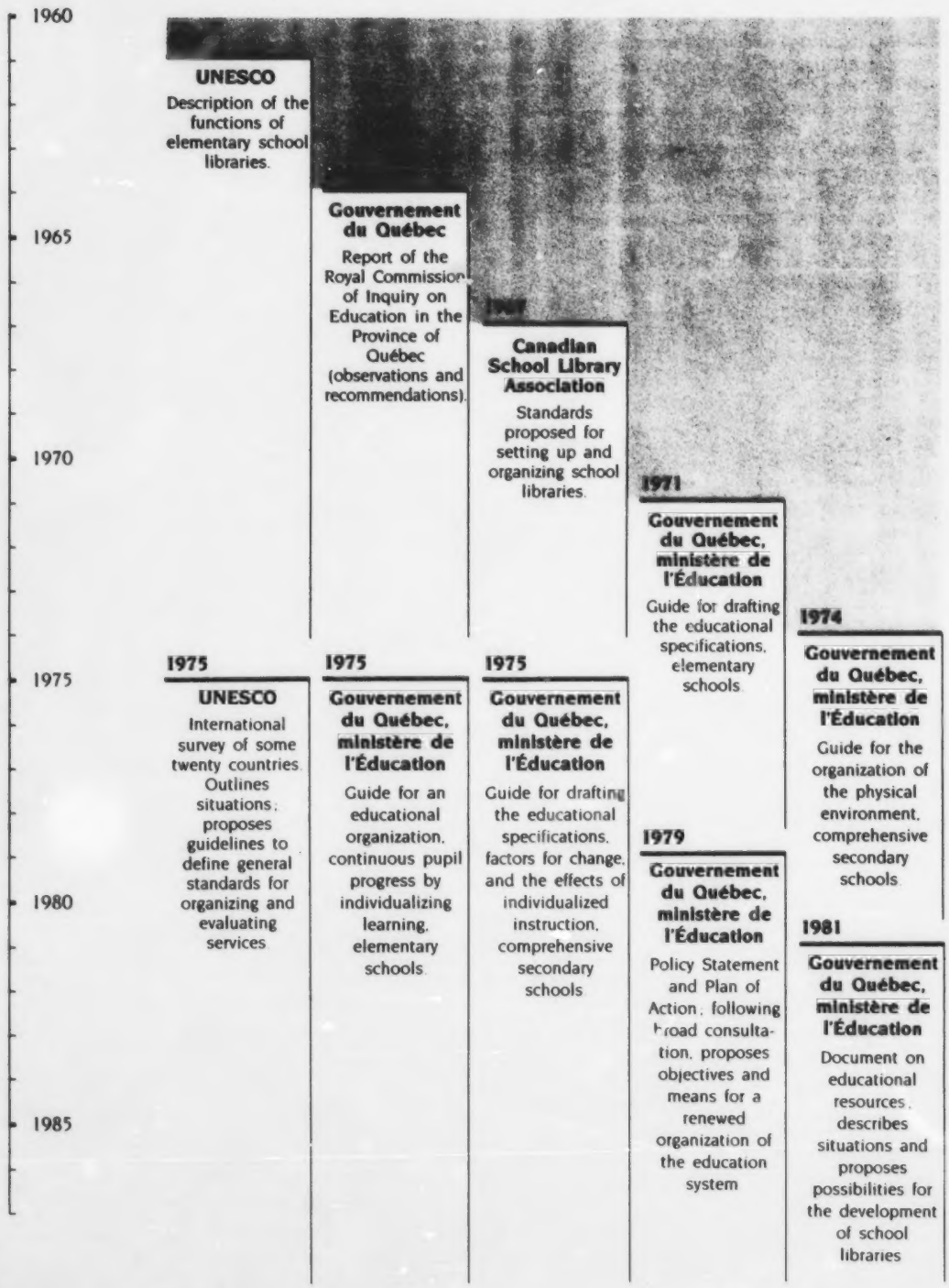
The question of library resources in Québec's schools and school boards is a contemporary issue which deserves our serious attention. It is an issue which, like many others, involves questions regarding efficiency, relevance and effectiveness. ***It is hoped that the exercise on updating suggested earlier will result in local plans of action emanating from the direction des services éducatifs***. Such plans must be integrated into a variety of other contexts: school planning, the regulations respecting the basis of preschool, elementary and secondary organization, as well as financial and pedagogical decision-making. The demands of the present situation and the development planned for the coming years is encouraging the various partners in education to come up with new standards based on the programs and designed to ensure the continuity, coherence and high-quality performance of library services in the schools.

The efficiency of library resource centres is evaluated on the basis of its daily operations and the dynamism of its influence and presence in the education process.

Library resources are in themselves products and services to be sold. It is up to administrators to allow the personnel in this field to promote, in the interests of the student's education, the characteristics, qualities and uses of library resources with regard to programs and teaching.

Appendix

The Library Resource Time Line


1960
1965
1970
1975
1980
1985
UNESCO
Description of the functions of elementary school libraries.
Gouvernement du Québec
Report of the Royal Commission of Inquiry on Education in the Province of Québec (observations and recommendations).
1967
Canadian School Library Association
Standards proposed for setting up and organizing school libraries.
1971
Gouvernement du Québec, ministère de l'Éducation
Guide for drafting the educational specifications, elementary schools.
1974
Gouvernement du Québec, ministère de l'Éducation
Guide for the organization of the physical environment, comprehensive secondary schools.
1975
UNESCO
International survey of some twenty countries. Outlines situations; proposes guidelines to define general standards for organizing and evaluating services.
1975
Gouvernement du Québec, ministère de l'Éducation
Guide for an educational organization, continuous pupil progress by individualizing learning, elementary schools.
1975
Gouvernement du Québec, ministère de l'Éducation
Guide for drafting the educational specifications, factors for change, and the effects of individualized instruction, comprehensive secondary schools.
1979
Gouvernement du Québec, ministère de l'Éducation
Policy Statement and Plan of Action; following broad consultation, proposes objectives and means for a renewed organization of the education system.
1981
Gouvernement du Québec, ministère de l'Éducation
Document on educational resources, describes situations and proposes possibilities for the development of school libraries.

The Evolution of the Concept of Library Resources Through Time

The following documents (dealing with the concept of library resources) bring out the key elements which justify the setting up of library resource centres in schools. They also allow the reader to trace the evolution of the concept from the middle of the twentieth century. A certain number of elements, as these documents will show, have remained constant through time.

In order to illustrate the development of the concept and identify the constants, we have made use of the time-line method suggested in the curriculum guide for the History course. This exercise, which is based on the identification of relevant historical events, makes it possible to determine areas of convergence for a given object of study. When this exercise is applied to the field of library resources, the following constant elements can be observed:

- association desired between available documents and the programs;
- availability and pertinence of library resources in relation to the needs of students and teachers;
- presence of specialized staff to provide services which correspond to user needs;
- efficient organization of the physical environment (rooms, layout, furnishings, equipment);
- consultation among specialists in the library resources field, teachers, and other educators;
- specification of the functions of each resource entity in the school: library, documentation centre, multimedia centre;
- parental participation and exchange of services with outside agencies;
- expansion and updating of the concept of library resources as new resources become available.

The extracts which follow have been taken from various works on library resources. We have presented them in chronological order, covering a period of approximately twenty-five years. Together they show how the traditional concept of the library gradually drifts toward the notion of library resources. The extracts also demonstrate the importance of well-organized resource centres to ensure the greatest possible access to information for teachers and students.

The list which follows gives dates, agencies and a brief description of the type of document in question. This will allow the reader to note the sources of information and to situate the texts chronologically. In the second part of each entry, passages from selected texts have been quoted so that readers can assess their relevance and analyse certain elements.

(Note to English-speaking readers: Some of the documents quoted are unavailable in English; in such cases, the passages selected have been translated for the purposes of this document.)

1961 UNESCO

PEACOCK DOUGLAS, Mary. *La bibliothèque d'école primaire et ses différentes fonctions*, manuels de l'Unesco à l'usage des bibliothèques. Paris: UNESCO, 1961, 103 pages.

The Role of the Library in Contemporary Teaching at the Elementary Level

(p. 13-15)

The library's collection of books, pictures, photographs, brochures, maps, films, filmstrips, tape recordings, etc., is a mine for every pupil and teacher.

The library enables pupils to explore the realm of books, make choices, assimilate material and broaden their horizons. Pupils also come to the library to consult reference works and do research. The librarian, teacher, or librarian-teacher is present to instruct pupils in the essential elements of individual research and to direct their practical application of these techniques.

... a central library is at the heart of any school. It constitutes a reserve of a wide variety of well-organized reading and teaching material, accessible to students and teachers, and adapted to current needs.

... the library helps the teacher to prepare and perfect his work at school and, to a large extent, provides him with the documents he needs ... the library is also an enterprise which involves the joint participation of administrators, parents and students.

1964 GOUVERNEMENT DU QUÉBEC

PARENT, Alphonse-Marie et al. *Report of the Royal Commission of Inquiry on Education in the Province of Quebec*. Part II,
A — The Structures and the Levels of Education,
B — The Programmes of Study and the Educational Services, Gouvernement du Québec, translated in 1965.

Libraries

... The place and the role of the library in a school should symbolize and illustrate the importance accorded to the association with the masterpieces of literature and the use in teaching of reference works of all sorts. The library should be a place where the student feels at home. It should be an aid to study and research because of its ease of access, its peaceful atmosphere and its efficient administration. There, both teacher and student may work side by side. ... The library is an essential instrument in teaching. The recognition of the paramount importance of the school library is also a recognition of the necessity for a sufficient budget, a suitable location, and a competent staff. (par. 1163)

... All of these material conditions [space, arrangement, furniture, files, holdings], are absolutely necessary if the students are to be brought to use books and to love them, to discover all their riches and resources, to learn the methods of consultation and research, either in the catalogue or in reference books. ... The manipulation of this audiovisual material [documentation] by the students themselves is a factor in the development of their manual dexterity as well as their sense of responsibility towards community property. (par. 1169)

... In their courses, the teachers should use methods which incite the students to read and engage in personal research. In each subject, a part of the personal work of the student should involve research in the library. With the help of the librarian, teachers should teach students to make

better use of the library, through a course in library methods and some sort of general introduction to research and scientific investigation. (par. 1173)

... Especially in the secondary school, the library is the centre of study and of work, as much for teachers as for students. There can be no adequate secondary education without a well-equipped library, which teachers and pupils use jointly, where they find the reference material connected with their courses, their work and their own particular interests. There can be no satisfactory secondary education without a library that is in constant use and that is open outside of class hours as well as during them. (par. 234)

... Secondary education should exploit to the utmost all the audiovisual aids that modern technology places at its disposal. ... It is his [the teacher's] duty to utilize in his teaching all the means that can best serve the student's needs, however difficult the readjustments involved may be. (par. 232)

Audio-Visual Techniques

... The teacher and the book are no longer the only means for teaching the child. Radio, television, the record player, the tape recorder and the movie projector also teach, but in a different way. These new media deserve careful consideration; everything must be done to make sure they are used to best advantage. (par. 1135)

... The introduction of certain audio-visual techniques and the perfecting of certain others have considerably modified the methodology of the teaching of many subjects. When the teacher decides to use one or more audio-visual techniques regularly, the development of his teaching is considerably modified. (par. 1142)

1967 CANADIAN SCHOOL LIBRARY ASSOCIATION

CANADIAN SCHOOL LIBRARY ASSOCIATION. ***Standards of Library Service for Canadian Schools.*** Toronto: The Ryerson Press, 1967, 68 p.

The Role of the Library

(p. 3)

The library is an essential part of the school, composed of quarters, library materials, personnel, with a programme developed to serve the students, teachers and administration. The library collection consists of books, disc records, tapes, pictures, pamphlets, periodicals, film strips, film slides, microfilm, charts and museum objects — all materials which might be used to instruct, inspire as well as encourage and facilitate the learning programme. The librarian, as an instructional materials resource person, works with students, instructional staff, administration, parents and community agencies to produce a library programme.

The Library Programme

(p. 10)

An effective library programme, which in the fullest sense provides the learning experience for every student, requires the support and active co-operation of everyone involved from the superintendent to every member of the staff. To be completely successful it needs the endorsement of all levels of educational authority. The library programme is the directed use of library space, staff, equipment, and materials to meet specific objectives. A librarian co-operates with the principal and the teaching staff to plan maximum use of existing facilities and budget. This programme should meet the needs of the curriculum, and provide for the special and individual requirements of the school.

1971 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE L'ÉDUCATION. ***The School, A Living Environment No. 1: Guide for Drafting the Educational Specifications and the Technical Programme in Planning an Elementary School.*** Gouvernement du Québec, D.G.E.E.S., translated in 1975, 36 p.

The Documentation Centre

(p. 18)

Educational Objectives:

To meet the requirements of a well planned education which implies a daily reference to educational documents. To develop a taste for reading and a spirit of individual inquiry. To provide the pupils with a pleasant and efficient method of carrying out and broadening learning experiences. To allow the pupil to improve his knowledge of the use of his mother tongue, sharpen his sensitivity, his imagination and his intelligence.

Utilitary Description:

The documentation centre is the main room which promotes individualized learning. Especially designed as a reading room and for doing individual research projects, this area can at the same time become a source of motivation and a training centre for individual work.

This area can be conceived in two ways:

- A single centralized documentation centre forming a kind of nucleus with all the open areas gravitating around it.
- A decentralized documentation centre allocated by groups of open learning areas. This concept is more suitable for schools of more than one story.

The floor space allocated for the documentation centre will be in proportion to the school population and it will necessarily be divided into two sections: a documentation centre (book shelves) and a work section. Some schools will prefer to set up a third section which will be used for storing audio-visual equipment, the assembling and production of educational resources, or even the projection of films or slides. The storage section could also provide a space for the librarian, space for the card index system and space for repairs and the exchange counter.

Activities:

The documentation centre will be used by the children individually, in small and medium size groups, for reading or research projects. Its atmosphere will make it an ideal place for individual work and for developing work methods. As a source of documentation, it must be accessible to the pupils at all times during school hours.

1974 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE L'ÉDUCATION. ***L'école milieu de vie, n° 2, école secondaire polyvalente, guide d'organisation physique d'une école polyvalente secondaire.*** Gouvernement du Québec, D.G.E.E.S., 1974, 50 p.

Library

(p. 16, 17)

Definition:

In this document, the library is considered to have at its disposal not only printed documents, but also

visual and audiovisual documents on a wide variety of subjects.

Functions:

1) To provide the clientele with general and specialized documents;
2) To encourage multidisciplinary research;
3) To facilitate the teaching-learning process through technology;
4) To centralize production, conservation and distribution resources;
5) To be available, throughout the day, to students who wish to work there during study periods.

Activities:

a) Learning Activities
Reading
Individual and group research
Listening to tapes or records, watching films

b) Administrative Activities
Management
Supervision
Cataloguing
Classification and filing
Renewing stock

c) Conservation Activities
Repair of volumes, etc.
Storage
Inventory

d) Distribution Activities
Loan system to students
Selection and distribution services of the documentation centre integrated with teaching areas

Structure:

a) Enough space to accommodate ten percent of the school clientele at the same time; shelf space for books, magazines, periodicals and newspapers
b) Distribution counter and card catalogue
c) Librarian's office
d) Cubicles
e) Space for using audiovisual material
f) Space for keeping school textbooks

The Documentation Centre

Within the various teaching departments, libraries include specialized extensions called documentation centres.

Here we find:

a) printed, visual and audiovisual documents on the specific discipline of the department in question;
b) audiovisual equipment;
c) cubicles;
d) film editing equipment;
e) display cases, etc.

Flexibility:

For reasons of internal flexibility, light modular furniture is preferred; modular furniture widens the possibilities for use.

Relationship:

The library's services are available to the entire school community. Located at the heart of the school, the library may easily serve not only the school clientele, but others from outside the school who wish to use its services.

Instructional Aids Centre

Functions:

1) to promote the integrated use of instructional aids in the learning process and in learning situations;
2) to introduce audiovisual techniques;
3) to provide technical resources for curricular and extra-curricular activities.

Activities:

a) introductory course on cinematographic techniques
b) film projection and development
c) storing, supplying and managing audiovisual documents and equipment

Structure:

a) 1 production workshop serving also as a classroom for film and other courses
b) 1 projection room
c) 1 recording room
d) 1 darkroom
e) 1 distribution centre
f) 1 storage area for equipment with distribution counter
g) 1 office for the person in charge

Relationship:

The instructional aids centre may be made accessible to the public and integrated with the library.

Note: ***One might also consider the possibility of installing a closed circuit television studio.***

1975 UNESCO

WITHERS, F.N., *Standards for Library Service: an International Survey*. Paris: The UNESCO Press, 1975, 421 p.

School Libraries

(p. 339)

In primary and secondary schools, to a greater extent than in most other educational establishments, the work of the library, represented by the activities of its staff and by the materials and accommodation provided, has to be closely related to the formal educational programmes carried out if the optimum use is to be made of the library resources which would normally be provided. The library cannot remain a passive aid to the pupil or the member of the teaching staff who wishes to refer to, or borrow, a book or periodical.

The term "library resources" is becoming firmly fixed in the vocabulary of librarianship. Increasingly advocates of the positive use of the school library regard it as a "multi-media resource centre" for the use of the school, teachers and pupils alike.

1975 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE L'ÉDUCATION. *The School, A Living Environment* (2), *Elementary: Guide for an Educational Organization to Promote Continuous Pupil Progress by Individualizing Learning in the Elementary School.* Gouvernement du Québec, D.G.E.E.S., translated in 1976, 83 p.

The Resource Centre

(p. 58)

The resource centre goes beyond the definition of a traditional library. The modern resource centre holds: documents, magazines, reference books, reading materials, specialized educational materials, audio-visual material and equipment, science materials, structured materials, etc.

Such a collection of materials can be centralized or not, depending on the availability of equipment and the pedagogical requirements.

The resource centre, when the physical facilities are available (every effort must be made to provide such a facility), is the ideal area to initiate individual work, develop a liking for reading and to cultivate the spirit of research. The learning centre must be made available to the pupil, as an individual, in small groups or in medium-sized groups and at moments useful to the child's work. Such a centre is available and used by all kindergarten and elementary pupils.

The effective use of the resource centre assumes that pupils have been informed on the method of library coding, have been advised on a method of conducting research, and have received training on avoiding useless statements that are the cause of uninterpreted summaries. The use of the resource centre as a method to promote the individualization of learning does not provide for the concept of a library that is a restricted sanctuary or a book exchange that is accessible only on a weekly basis according to a rigid schedule.

1975 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE L'ÉDUCATION. *The School, A Living Environment No. 1, The Comprehensive Secondary School, Factors for Change in the Field of Education, and the Effects of Individualized Instruction on Educational Specifications.* Gouvernement du Québec, D.G.E.E.S., translated in 1975, 32 p.

Integrated Media Centre

(p. 20)

The description of the teaching area in the new secondary school can be based on the subjects or groups of subjects contained in the school curriculum. From this point of view, the comprehensive secondary school is composed of a certain number of departments, such as human sciences, commercial sciences and sciences of nature, etc. The facilities corresponding to the three learning situations described above should have the required adaptations in each teaching area. The particular character of the subjects or groups of subjects must be reflected in the organizing of the teaching areas. The classroom organization of the teaching area is completed with the addition of a media centre integrated into each department and provided with all the appropriate literature on the subject taught in the department.

The use of the media centre promotes the three learning situations and systematically changes the role of the teacher. It contributes towards eliminating the self-centredness of traditional teaching.

Because of the novelty of the situations thus created, it is essential to know how to plan this change and initiate the pupil in the developing of multidimensional resources (human, physical, intellectual) which are placed at his disposal. The media centre provides broader and more objective information, and helps the pupil to form personal ideas. On the other hand, the teacher has a whole set of supporting tools for his teaching, such as films, reference books, experimental and control material, etc.

Recent discoveries in technology are guiding education towards self-instruction, with the result that the teacher who is aware of these discoveries is being called upon to set up a graduated organization of the units, supported by a media centre equipped in relation to the following technologies: computers, tape-recorders, etc.

1979 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

MINISTÈRE DE L'ÉDUCATION. *The Schools of Québec, Policy Statement and Plan of Action.* Gouvernement du Québec, 1979, 159 p.

School Libraries

(pp. 103 and 106)

The development and use of libraries must be considered by school boards as an integral part of educational development. In this respect, the Ministère invites school boards and municipalities to consult one another with a view to a pooling of their library services. (par. 9.4)

... for example, better use of the library, research by the students, and use of modern means of communications by both teachers and students. The aim of the exercise is to arrive at a harmonious association of the basic teaching materials for each course with other aids, either printed or audio-visual. (par. 9.1.8)

1981 GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION

ROQUET, G., LEDOUX, R., VLEMINCKX, G., LEGENDRE, G., groupe de travail, *Section III, énoncé de politique en Politique de développement des bibliothèques.* Québec, ministère de l'Éducation, Direction générale des moyens d'enseignement, January 1981, unpublished work.

Uniting Documents

(pp. 48 and 49)

Moreover, it is essential to bring together, under the responsibility of the library, all documents with the exception of school textbooks. This implies that the library should become a centre for the distribution and flow of documents, whether printed, audiovisual, graphic or computer-generated. The library must become more of a "multimedia" centre, thus aligning itself with UNESCO's definition of the word "library". Nor should we neglect the significance of educational games and other material found in elementary schools. Documents are more efficiently used and more readily accessible when they are brought together under the responsibility of the library. There are several reasons for this: processing of documents is standardized, the cataloguing system is both uniform and exhaustive, and an acquisitions policy can be formulated in common. Such a concentration of resources also allows for adapted circulation and decentralization formulas and guarantees continuity in general orientations and priorities. At the same time, the system simplifies the controlling of operations, collection evaluation, and the procedures for making use of the documents.

Annotated bibliography

The bibliography has been divided into four sections:

1. General Management, Organization of Services
2. Use of Resources, Teaching, Programs, Learning, User Training
3. Organization of Facilities
4. General Works

1 GENERAL MANAGEMENT, ORGANIZATION OF SERVICES

BERGERON, Christian and Hoa-Thuy PHAM-DANG. ***Les centres de ressources éducatives dans l'enseignement secondaire: exploration de la diversité des modèles, des situations et des problèmes locaux.*** Service général des moyens d'enseignement, ministère de l'Éducation du Québec, July 1976, 218 p.

This exploratory study examines the various ways of organizing and managing educational resource centres at the secondary level.

One interesting and innovative working hypothesis considers the various organizational structures not as arbitrary, but as following logically from the particular conditions of the environment in question. Besides identifying a number of general problems, the authors take note of positive experiences and propose a typology of resource centres. They also take note of the wishes of the educators in charge of this sector at the school and regional levels.

CANADIAN SCHOOL LIBRARY ASSOCIATION. ***Standards of Library Service for Canadian Schools.*** Toronto: Ryerson Press, 1967, 68 p.

This work was published under the auspices of the Canadian School Library Association. It is the result of Canada-wide consultation with librarians and educators interested in the use of library resources for teaching and learning.

The suggestions for educational administrators, teachers, librarians and specialists in instructional aids include certain basic organizational and managerial principles in the form of qualitative and quantitative standards. These are meant to serve as a guide for organizing and managing school libraries. A further proposal is that library programs be set up with a view to adapting services to the continually changing education system. Published twenty years ago, the spirit of the work and a good number of its recommendations are still relevant today. Of particular interest is the first chapter, covering the role of the library and the development of a library program.

CHESNOT, Odile and Jean HASSENFORDER. ***La bibliothèque — centre documentaire à l'école primaire, éléments d'évaluation.*** Paris: Cercle de la Libraire, 1978.

How do those directly involved in the matter view the implementation of a library resource centre at the elementary level? What are their reactions to the pedagogical renewal this implies? Are all parties in agreement? What are some of the obstacles they encounter? Does the library resource centre really help pupils to progress?

These are some of the questions answered in this initial account of a survey carried out in France. Based on observations made "in the field", this study contains some highly revealing information. Numerous teachers comment on difficulties and possibilities represented by this exciting experience.

CHESNOT, Odile, FOUCAMBERT, Jean, HASSENFORDER, Jean, PATTE, Geneviève. ***La bibliothèque-centre documentaire, vers une nouvelle école élémentaire.*** Paris: Cercle de la Librarie, 1976, 51 p.

By 1920, the concept of the library resource centre had already begun to take shape in the United States. In the first part of their book, the authors trace the development of the concept from its origins. The reader will also find a description of the library resource centre's functions: reading, research, conducting activities, encouraging creation, modifying teaching methods. The second part contains valuable suggestions for arranging and organizing resource centres; these are based on the experiences of elementary schools in France. Although they cannot be considered a panacea for the school's general problems, resource centres are nonetheless seen by the authors as powerful tools for the positive development of all parties. This work is useful for the organizational elements it discusses, and will undoubtedly motivate those who wish to participate in the present pedagogical renewal.

COMITÉ RÉGIONAL DES MOYENS D'ENSEIGNEMENT DES COMMISSIONS SCOLAIRES RÉGIONALES DE LA RÉGION 04 (TROIS-RIVIÈRES). ***Bilan et prospectives de l'évolution des moyens d'enseignement des*** **C.S.** ***régionales de la région*** **04.** Trois-Rivières: April 1984, 43 p.

This report makes use of figures, statistics and comparative tables to describe the situation of instructional resources in regional school boards (Trois-Rivières region) between 1978 and 1983. A similar study was carried out in the Quebec City region. The Trois-Rivières study notes that the situation is deteriorating in all the organizational sectors of instructional resources: staff has been cut, as have budgets for material and facilities. The authors conclude with recommendations to school and ministerial personnel. These recommendations are intended to safeguard the progress that has already been made and to ensure further progress in the years to come.

COMITÉ RÉGIONAL DES RESPONSABLES DES MOYENS D'ENSEIGNEMENT DE LA RÉGION DE QUÉBEC. ***Les centres documentaires dans les écoles secondaires: une question d'optique ou d'illusion?*** Situation des moyens d'enseignement au niveau secondaire dans la région de Québec. Lévis: June 1982. 30 p.

This report gives an account of instructional resources in regional school boards of the Quebec City region. The authors first define their own concept of the role of instructional resources in secondary schools. This is followed by a very revealing analysis of the most important factors in the development of multimedia centres in Québec. The reader learns, for example, that funding for libraries and audiovisual resources began to decline as early as 1973. The next section describes the situation of instructional resources in the Quebec City region's secondary schools. The situation is by no means encouraging: aging collections and insufficient staff. Finally, the authors make some very pertinent recommendations to remedy the situation and ensure progress in the future.

COMITÉ RÉGIONAL DES RESPONSABLES EN MOYENS D'ENSEIGNEMENT, RÉGION DE QUÉBEC. ***L'audiovisuel à l'heure du virage technologique.*** Situation des moyens d'enseignement au niveau secondaire dans la région de Québec. June 1984. 47 p.

This report is presented as the logical follow-up to the work carried out by the same authors in 1982 (*Les centres documentaires dans les écoles secondaires: une question d'optique ou d'illusion?*). They examine the situation and stress the importance of audiovisual resources in the schools. Included are tables showing the decline in personnel in this sector between 1975 and 1984. A number of observations are made on the necessity of providing support to teaching. Finally, the authors conclude with recommendations aimed at increasing resources for these services in the school boards.

DELANNOY, Jean-Pierre. ***Guide pour la transformation des bibliothèques scolaires en centres multimédia.*** Paris: UNESCO. 1976. 62 p.

Off the beaten track, this guide provides vivid examples and will undoubtedly encourage productive thought.

The guide answers several common questions regarding multimedia centres: For whom? Why? With whom? With what? Where? How?

Following this are a number of case studies (United Kingdom, United States, France, Switzerland) which describe particular methods adapted to local needs. The guide may be used by teachers and other personnel (the "animateurs") as a source of ideas and a means for making more effective use of the school's resource centre.

HASSENFORDER, Jean. ***La bibliothèque, institution éducative, recherche et développement.*** Paris: Lecture et Bibliothèque. 1972. 214 p. Doctoral thesis.

This work, considered very avant-garde when it was published in 1972, has worn well with age. It indicates some interesting avenues for the development of library resource centres, and is of great interest to Québec readers. Libraries in England and the United States were already powerful institutions by the turn of the century. In France and Québec, libraries did not really begin to become important until the sixties. (The English-speaking community of Québec, however, is an exception to this generalization for its tradition of support for libraries dates back at least to the early nineteenth century). The first part of the thesis examines the historical context and indicates various obstacles to the development of libraries in France. In the second and third sections, the author analyzes the contemporary situation of libraries and reading, and indicates perspectives for the future.

LEGRIS, Chantal. ***Les centres de ressources éducatives à l'élémentaire: étude préliminaire.*** Service général des moyens d'enseignement, ministère de l'Éducation du Québec. April 1977. 133 p.

The purpose of this exploratory study is to indicate modes of organization for existing resource centres.

The first section shows that, as a general rule, resource centres are not considered a priority. Budgets are inadequate, staff insufficient or non-existent, and resources neither varied nor readily available. Although changes have been made since the publication of this study, the situation it describes remains, unfortunately, fairly widespread.

The second section, which cites positive examples of the organization of resource centres, is more encouraging. Of particular interest are the achievements of the Le Gardeur School Board where, at the time of this study, work had already been going on for five years to make instructional resources an integral part of the teaching program.

MINISTÈRE DE L'ÉDUCATION. ***Guide pour l'élaboration de politiques sur les centres de documentation au primaire.*** Direction régionale de Trois-Rivières. 1984. 41 p.

The purpose of this publication is to encourage school boards to adopt specific and coherent policies regarding the following aspects of the library resource centre: document acquisition, physical organization, intellectual organization, reference, activities, and the distribution and selection of resources.

Besides providing the reader with a lexicon, this work clearly identifies the needs related to each aspect and provides concrete and applicable proposals. For example, the section on physical organization makes a detailed description of the furniture and equipment needed to organize resource centres in elementary schools.

This brochure is based on work carried out by those responsible for instructional resources in elementary school boards of the Trois-Rivières region.

MINISTÈRE DE L'ÉDUCATION. ***La bibliothèque scolaire, guide à l'intention du directeur d'école primaire.*** Québec: Direction générale des moyens d'enseignement, Direction de la technologie éducative. April 1984. 30 p.

The authors see the library as one of the main tools for elementary school education. How can operations and management be improved? How does one organize and select printed and audiovisual documents? How can the collection be enriched? This guide will help the various parties (administrators, library personnel, other staff) to find solutions to these problems. Specific addresses are included.

MINISTÈRE DE L'ÉDUCATION, ***L'école milieu de vie, n° 2,*** Guide d'organisation physique d'une école polyvalente secondaire. Québec: Direction générale de l'enseignement élémentaire et secondaire, 1974. 48 p.

One of the greatest challenges at present is to reinvent the school's physical environment so that it encourages autonomy, research, and the use of a variety of instructional resources in the learning experience.

This concise guide defines the criteria for effectively organizing the physical environment, and examines the factors which contribute to a good atmosphere in the school.

MINISTÈRE DE L'ÉDUCATION. ***The School, A Living Environment at the Elementary Level No. 1,*** Guide for Drafting the Educational Specifications and the Technical Programme in Planning an Elementary School. Québec: Direction générale de l'enseignement élémentaire et secondaire, translated in 1975, 36 p.

This guide, intended as a practical tool, takes into account the requirements of on-going pedagogical developments. It should enable educators to organize the school's physical environment in accordance with their own needs and with those of their pupils. It should also help those in charge of elaborating pedagogical specifications and technical programs.

MINISTÈRE DE L'ÉDUCATION. ***The School, A Living Environment (2) Elementary,*** Guide for an Educational Organization to Promote Continuous Pupil Progress by Individualizing Learning in the Elementary School. Québec: Direction générale de l'enseignement élémentaire et secondaire, translated in 1976, 84 p.

MINISTÈRE DE L'ÉDUCATION. ***The School, A Living Environment, No. 1 The Comprehensive Secondary School,*** Factors for Change in the Field of Education, and the Effects of Individualized Instruction on Educational Specifications. Québec: Direction générale de l'enseignement élémentaire et secondaire, translated in 1975, 32 p.

This guide is a practical tool for the organization of facilities in comprehensive secondary schools and for the elaboration of pedagogical specifications. It will stimulate reflection on the "ideal" school, and will provide a better understanding of the role of resources in schools that are open to our changing society.

Ottawa Board of Education. ***Partners in Education: The Library Resource Centre in the Curriculum.*** Ottawa: January 1983, 79 p.

Operating a resource centre, improving its management, or extending its influence are long-term processes. Such undertakings are likely to be exhausting if needs are ill-defined or planning is deficient. This guide will save much time and trouble. The second (and most important) section contains a number of useful items. These include a detailed outline for planning and evaluation; models for self-evaluation of schools; and lists of the skills needed for processing information. (The latter are accompanied by a complete study for each level from kindergarten to grade thirteen.)

PEACOCK DOUGLAS, Mary. ***La bibliothèque d'école primaire et ses différentes fonctions, manuel de l'Unesco à l'usage des bibliothèques.*** Paris: UNESCO, 1961, 103 p.

This book, published at a time when libraries were practically non-existent in schools in France, showed originality by maintaining that the implementation of libraries would enliven education and make study more attractive and fruitful. The book thus remains an up-to-date tool for heightening awareness, and will undoubtedly help the various parties to use the resource centre to its full potential in the attainment of pedagogical objectives.

The author offers practical advice regarding personnel, activities, promotion, administration, collection organization and document classification.

SASKATCHEWAN EDUCATION. ***Learning Resource Centre, Facilities Planning.*** 22 p.

A quick look at this booklet will provide school principals with a summary of the basic principles for optimal organization of a resource centre designed to stimulate learning.

It can be used in conjunction with two slide shows: "Part I: Form Follows Function" and "Part II: Functions Assume Form." Slides are reproduced in the booklet itself, along with a concise and informative commentary. Consequently, this is a useful work even if the technical equipment is unavailable.

SZPAKOWSKA, Janina-Klara et al. ***Projet d'un centre documentaire multimédia,*** Bilan d'une enquête réalisée en 1974 dans 279 écoles secondaires au Québec. Montréal: Librairie de l'Université de Montréal, 1975, 450 p.

This extensive survey, carried out by a university professor and a team of graduate students, calls attention to the difficulties of defining unequivocally the field of instructional resources. The findings are analysed in thirteen chapters under six thematic headings. The authors attempt to evaluate the quality of the services available to users, with a view to determining efficiency indices for libraries.

The results of the survey show that services are marginal, under-used, of low priority and insufficiently integrated into the life of educational institutions. For the future, the research team suggests a systematic approach to integrate learning resources of all kinds into the school's educational services as a whole. The purpose of the approach is to make all services more accessible to users.

WITHERS, F.W. ***Standards for Library Service: an International Survey.*** Paris: The UNESCO Press, 1975, 421 p.

The findings of this extensive survey, published in 1970, were very well received. A revised version was subsequently undertaken to include some twenty countries on five continents. The present work contains a general introduction on standards for library service. This is followed by six chapters on the various types of libraries: national, university, specialized, public, municipal and school libraries. The final chapter contains guidelines to help define planning and evaluation standards for library service. This publication is an important work on documentation, the accessibility to information, and the setting up of library services for better education worldwide.

2 USE OF RESOURCES, TEACHING, PROGRAMS, LEARNING, USER TRAINING

AYOTTE, Gaétan. ***L'utilisation des médias audiovisuels par les enseignants des écoles primaires publiques au Québec.*** Ministère de l'Éducation du Québec, Direction de la technologie éducative, 1984, 112 p.

AYOTTE, Gaétan and Sylvie VENNE. ***L'utilisation des médias audiovisuels par les enseignants du professionnel des écoles secondaires publiques du Québec.*** Ministère de l'Éducation du Québec, Direction de la technologie éducative, 1984, 116 p.

VENNE, Sylvie. ***L'utilisation des médias audiovisuels par les enseignants des écoles primaires du Québec.*** Ministère de l'Éducation du Québec, Direction de la technologie éducative, 1984, 114 p.

This publication notes that in 1982 ninety-four percent of elementary school teachers and eighty-two percent of secondary school teachers made use of at least one medium in their teaching. After fifteen years of employing audiovisual resources for educational purposes, this publication meets an important need. Most previous studies considered frequency of utilization as the single important criterion in judging a medium. This generally led to failure, and often

contributed to rumors of an audiovisual fiasco. The author's study is innovative in that it constitutes one of the first attempts to analyse the use of audiovisual resources in relation to the other components of the educational system (programs, content of documents, objectives, the teacher and the clientele). The research team addressed itself to the main parties on the educational scene (the teachers) in order to shed light on this major aspect of the issue (2,260 teachers, all users of audiovisual material in public elementary or secondary schools, answered the questionnaire.)

A significant finding of the study is that, although teachers are quite willing to make use of audiovisual resources (the figures prove that the desire exists), often the content of documents does not correspond to the objectives of the programs.

BEAULIEU, Pierre-Émile and Pierre CHARBONNEAU. *Projets d'enseignants à l'école primaire. Intégration pédagogique des moyens d'enseignement* (*Série de dix-huit monographies*), *Le goût de lire par l'audiovisuel* (*monographie n° 7*). Service général des moyens d'enseignement, ministère de l'Éducation du Québec, January 1978, 19 p.

This publication is part of a series which describes, as accurately as possible, eighteen projects carried out in 1977-78 by elementary school teachers in Québec. These projects employed a variety of instructional resources designed to encourage autonomous learning among students. This brochure describes a project intended to develop pupils' desire to read through the use of audiovisual resources. The project was the starting point for a reconciliation between pupils and the written language. One can only hope that this brochure will encourage educators to read about the other highly interesting projects described in this series.

BOURBEAU, Paul, BOUTIN, Huguette, GEISER, Roland, MALTAIS, Rolande et al. *Pour une utilisation pédagogique des médias*. Guide de l'animateur. Neuf vidéos, coproduction du Service général des moyens d'enseignement et de sept collèges publics, Montréal, 1981.

What better way of promoting the pedagogical use of media than through audiovisual means? This guide may be used as a tool for developing teacher training sessions in the pedagogical use of audiovisual resources. The sessions are built around a series of nine videotapes made by representatives from seven different colleges. The guide introduces the content of each videotape, describing the objectives and activities for each training session.

The first three videotapes raise questions on a number of topics: the relevance of audiovisual resources; the choice of teaching methods; and the selection of the appropriate medium. The six remaining videotapes examine in the form of a documentary report, the practical applications of audiovisual resources in six different areas: as means of motivating, informing, observing, expressing, and evaluating, and as a means of individualizing teaching.

BOURNEUF, Denise and André PARÉ. *Pédagogie et lecture*. Animation d'un coin de lecture. Montréal: Québec-Amérique, 1975, 143 p.

The book was written by two university professors interested in pedagogy and reading. The reading stations they propose constitute a pedagogical approach designed to make children's literature part of daily classroom activities, and to nourish pupils' desire to read. The book contains practical information on setting up reading programs; pedagogical activities for the child's development are also suggested.

CHEVALIER, Brigitte. *Méthodologie d'utilisation d'un centre de documentation*. Paris: classiques Hachette, collection "Pédagogie pour notre temps", 1980, 191 p.

This lively and concrete discussion may prove an effective tool for teachers who consider that one of their tasks is to teach students work methods that will enable them to carry out research on their own. The author's methods for stimulating learning and individual research are not shortcuts or magic formulas; indeed, they require an initial investment of time, although much time is subsequently saved once the necessary skills have been acquired.

To become autonomous learners, second-cycle elementary students and especially secondary students must understand the workings of the resource centre: the Dewey system if applicable, the author, title and subject catalogues, and how to read the cards or microforms. They must also know how to make efficient use of research tools such as tables of contents, indices and bibliographies.

Finally, students must be able to select and process information to produce original work. What teacher has not been disappointed upon reading assignments copied word for word from library books? The strength of the author's method lies in the many exercises and practical assignments which do not require complicated resources and can be done in the classroom.

DEFOY, Louisa, GAUTHIER, Louis-Guy, MORIN, Jacqueline, MIGNAULT, Marcel et al. *Bibliothécaires et enseignants: de l'apprivoisement à la concertation*. Document n° 4, collection "Rencontres pédagogiques". Montréal: Association des institutions d'enseignement secondaire, 1983, 50 p.

This publication is the result of work carried out by the Commission des bibliothécaires of the A I E S. Its purpose is to find ways of creating closer ties between library resources, (including the library staff) and the classroom. The authors suggest meetings between teachers and librarians to encourage sound knowledge and increased use of available services and resources. The authors also advocate improved collaboration and consultation between the two groups. Concrete suggestions are made for preparing, carrying out and evaluating proposed meetings.

DE GAGNÉ-LAUZON, Carole and Hoa PHAM-DANG. *Utilisation et production du matériel didactique par les enseignants du primaire*. Ministère de l'Éducation du Québec, Direction générale du développement pédagogique, Direction du matériel didactique, 1979.

Booklet 1: Résumé-synthèse des résultats, August 1979, 73 p.
Booklet 2: La problématique et la méthodologie (undated)
Booklet 3: Le profil des répondants, December 1979, 93 p.
Booklet 4: L'utilisation de l'audio-visuel, December 1979, 60 p.
Booklet 5: L'utilisation de l'imprimé, December 1979, 79 p.
Booklet 6: Les expériences de production locale, December 1979, 124 p.
Booklet 7: Proposition pour l'élaboration de matériel didactique, December 1979, 98 p.

Instructional aids of various kinds had been in use in Québec schools for several years when this study was carried out. However, it was not known to what extent teachers had succeeded in integrating this material in their teaching. Responding to teachers' need for information, this study attempts to shed light on the question. The authors show how elementary teachers use audiovisual and printed material, and indicate preferences according to the subject taught. Besides helping us to recognize the difficulties

teachers face (lack of information or training, outdated documents, excessive work loads), the study takes note of local production experiments designed to compensate for the lack of documents corresponding to the programs. Finally, the authors provide important practical suggestions for developing further instructional resources.

DE GAGNÉ-LAUZON, Carole and Hoa PHAM-DANG. *Utilisation et production du matériel didactique par les enseignants du secondaire*. Ministère de l'Éducation du Québec. Direction générale du développement pédagogique, Direction du matériel didactique, 1980 and 1981.

Booklet 1: Enseignement général, matières obligatoires, November 1980, 172 p.

Booklet 2: Enseignement général, matières optionnelles, February 1981, 174 p.

Booklet 3: Rapport synthèse, enseignement professionnel, February 1981, 142 p.

Booklet 4: Utilisation et production du matériel didactique par les enseignants du secondaire, November 1980, 102 p.

The use of various kinds of instructional aids has spread rapidly. Faced with numerous organizational problems, we have not spent enough time on the question of teachers' needs. A few years after the arrival of the new resources, teachers and personnel in charge of these resources began to feel the need to examine the use of this material in teaching at the secondary level.

The study is of particular interest in that it examines how teachers in different disciplines employ these resources, and indicates their preferences according to the subject they teach. Besides providing an account of local projects to produce resource material (such projects are often undertaken because existing material is insufficiently adapted to program objectives and content), the authors, basing their suggestions on the needs and interests of the teachers, provide some very pertinent proposals for improving the quality and pedagogical use of instructional resources.

FAURIE, Albertine. *La pédagogie de la documentation dans le contexte de l'audiovisuel et des massmedia*. Paris: Le Centurion, collection "Paidoguides", 1980, 250 p.

This work is addressed to teachers and library resource centre personnel. The author proposes a pedagogical approach to instructional resources which emphasizes an open relationship between school and life. By giving the widest possible meaning to the word "documents", the author examines the notions of "total language", the language of words, images and sounds as it is produced and transmitted by audiovisual material and the mass media.

The second section contains research, analyses and experiments carried out at various stages of the training process. The author's study may be seen as a source of contemporary ideas on the role and use of instructional resources in the schools.

HASSENFORDER, Jean and Geneviève LEFORT. *Une nouvelle manière d'enseigner, pédagogie et documentation*. Paris: Éditions Les Cahiers de l'Enfance, collection "Éducation et Développement", 1977, 191 p.

As resource centres become increasingly widespread, new teaching methods must be developed so that optimal use is made of these resources.

This book brings together studies, projects and personal accounts from various educators. Teachers and documentation specialists discuss their own efforts, successes and difficulties, without losing sight of the reactions of students. Most of these projects were carried out without complicated resources and are easily adapted to the Québec context.

This book will undoubtedly constitute a rich source of ideas for teachers and will provide them with concrete means of putting them into practice.

HOUNSELL, Dai and Elaine MARTIN. *Developing Information Skills in Secondary School, a Dissemination Project*. London: The British Library, 1983, 105 p.

This report describes a two-year project designed to make teachers more aware of the importance of developing the research skills of secondary students.

Efficient promotional tools were used to motivate teachers and increase their participation in training workshops. A humourous poster was produced, followed by an eight-page brochure.

The report examines both the poster and the brochure, as well as the content and structure of the workshops. Case studies are also introduced, allowing readers to judge the results of the project.

LÉVEILLÉ, Yves, PROVOST, Michelle and Yves MARCIL. *Les centres de documentation dans les écoles primaires et secondaires*. Vie pédagogique, n° 37, ministère de l'Éducation du Québec, June 1985, pp. 17-36.

This recent publication will surely provide some cause for hope to even the most pessimistic observers; it may even stimulate new projects for the integration of library ressources and teaching. The contributors are particularly concerned with resource centres, and they describe the most dynamic developments on the scene today. A significant number of creative projects, currently underway in Québec schools and school boards, are indicative of some promising and fruitful possibilities for the future.

One article outlines the historical development of resource centres in Québec schools, and describes the often uninspiring conditions in which today's centres must survive and develop. Readers will also find numerous examples of successful experiments and projects, as well as an account of the major factors that must be considered in order to improve the present situation.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *À l'assaut de l'information, guide à l'intention de l'enseignant du secondaire*. Direction générale des moyens d'enseignement, Direction de la technologie éducative, May 1984, 43 p.

It is not enough to simply lead students to the library resource centre; they must know how to make efficient use of the centre's resources. This publication suggests concrete pedagogical means for teachers to help students process information and deal with the great diversity of documents. The practical advantage of the guide lies in its numerous suggestions for "activity cards" which were designed to correspond to the objectives and contents of the various programs. A short bibliography suggests works on selecting books and audiovisual resources.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *L'audio-visuel dans les écoles primaires et secondaires publiques au Québec*. Direction générale des moyens d'enseignement, Direction de la technologie éducative, 1983, 28 p.

This study gives us a good idea of how (and how often) secondary and elementary school teachers use audiovisual resources. Resources are generally chosen according to the subject matter being taught and the available support re-

sources. The findings of this study should prove useful for acquiring new documents and defining user needs.

Readers will learn, for example, that audiovisual resources are used most in languages and the arts. Certain audio means (records, cassettes, etc.) are favoured in elementary schools, while the so-called "heavy" media predominate in secondary schools (16 mm films, slide shows, etc.). We also learn that the Côte-Nord and Nouveau-Québec regions have more audiovisual equipment than the metropolitan region.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *L'audiovisuel et l'apprentissage. Intégration pédagogique des moyens d'enseignement.* Direction générale des moyens d'enseignement, Direction de la technologie éducative, June 1983.

This minicollection is formed of five 15-page brochures by five different authors. Their goal is to help teachers to develop teaching strategies which correspond to their needs.

Three of the booklets ("La Communication", "Guide d'animateur" and "La Perception") examine theoretical notions which make it possible to quickly understand what happens in the communication process. In the course of an evening, teachers reading this collection will become familiar with a new way of looking at the various media and, moreover, will be in a position to apply this knowledge in their own teaching.

The booklet entitled "Média et Pédagogie", besides clarifying certain notions associated with media (alphanumerical and analogical techniques), suggests pedagogical means teachers can use to exploit students' attraction to the entertainment media.

Finally, the booklet entitled "Stratégie" gives a step by step description of how teachers can use a simple technique (employing magazine photographs and a tape recorder) to introduce students to the entire range of auditory and visual perception.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Learning ... Teaching ... And the New Programs.* Direction générale du développement pédagogique, Direction de la formation générale, 1984, 38 p.

The purpose of this essential publication is to solve the communication and decoding problems which arise as teachers attempt to implement the new programs. Of particular interest are the tables provided to help educators better understand the scope and significance of the pedagogical orientations contained in the new programs. Well-designed tables help to clarify the learning experience and the objectives which constitute the goals of the new programs.

This document will help the various partners to "speak the same language", and should also be of considerable help in encouraging exchanges and in increasing the use of the curriculum guides.

ONTARIO MINISTRY OF EDUCATION. *Partners in Action: The Library Resource Centre in the School Curriculum,* Toronto: Ministry of Education, 1982, 52 p.

It is no small task to set up an efficient resource centre that is adequately adapted to learning objectives. This guide may well provide an important stimulus toward meeting the challenge. It is easy to consult, and its content is readily adaptable to the Québec context. School principals will find useful information on various aspects of planning: management; promotion and selection of library resources; integration of resources, learning and program objectives; and roles and interaction between the various parties. The guide also features detailed tables and an annotated list of works for further reference.

ROBERT, Cécile, MAURICE, Pierre-Yves et al. *La bibliothèque, ressources à exploiter.* Dossier Dimension, Commission des écoles catholiques de Montréal, Revue Dimension, Vol. 7, No. 1, November 1985, pp. 7-16.

In this document, a team of school board professionals examines the situation of the library in Montréal's elementary and secondary schools. The six authors outline the present circumstances, specify the reasons for the library's existence, propose objectives for further development and suggest ways of using existing resources — human, material and organizational — more effectively. The authors' observations are very close to the daily reality of the schools, in which pedagogical preoccupations are of paramount importance in creating conditions which benefit both teachers and students.

WEHMEYER, Lillian Bierman. *The School Librarian as Educator.* Littleton (Colorado): Libraries Unlimited, Inc., 1976, 266 p.

This book is addressed to teachers and librarians. Emphasizing activities, the author suggests innovative techniques which call upon the child's curiosity and desire for autonomy. With its American sense of the practical, the work suggests a great variety of inexpensive means for making the library resource centre more exciting and dynamic.

Among the author's examples is the suggestion for "book boxes" designed to lead the child to look for information on his own. (These are brightly-colored boxes filled with books on a particular theme and accompanied by guessing-cards.) Besides discussing management, discipline and the physical environment, the author suggests a strategy for finding appropriate resources.

3 ORGANIZATION OF FACILITIES

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Guide d'aménagement: centre des moyens techniques d'enseignement, niveau secondaire.* Direction de l'équipement, 1977, 16 p.

This guide provides precise plans for the physical organization of a technical teaching aids centre. Such a centre is designed to facilitate the teaching of audiovisual techniques for the purpose of better realizing certain educational objectives. The plans provide for a centre that is close to the library, and directly accessible from the school's main hallways.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Guide d'aménagement des bibliothèques-centres documentaires des écoles élémentaires.* Direction de l'équipement, 1976, 28 p.

This guide will prove extremely useful in helping the concerned parties to arrange the physical environment of the library resource centre in such a way that it encourages the use of documents as an integral part of the learning experience. The authors suggest various plans adapted to new or old buildings; they also suggest different physical layouts and arrangements depending on the space available.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Guide d'aménagement des bibliothèques des écoles secondaires.* Direction de l'équipement, 1975, 28 p.

The authors of this guide brought together the comments and suggestions of librarians. The work reproduces certain technical standards, planned layouts and a list of special furniture for school libraries.

This work will be particularly useful to those who, lacking any real professional preparation for the task, are nonetheless responsible for organizing library facilities.

4 GENERAL WORKS

DUSSAULT, Jean. *Les objectifs pédagogiques*. Direction de la formation professionnelle, Direction générale de l'éducation des adultes, ministère de l'Éducation du Québec, 1983, 42 p.

Time is precious, as the author of this brochure well knows. In an hour and a half readers explore the various theories and events that have marked the development of the concept of pedagogical objectives.

This brochure will help teachers better define their role in relation to the present pedagogical renewal, and will lead them to reflect upon their own procedures.

GOUVERNEMENT DU QUÉBEC. *The Schools of Québec, Policy Statement and Plan of Action*. Ministère de l'Éducation, Éditeur officiel du Québec, 1979, 159 p.

This publication is based on extensive consultation with the Québec population — agencies, groups, associations, individuals — on the present state of the school system and on avenues for future development. The government proposes its choices for the system, outlining a plan of action which incorporates the objectives of pedagogical renewal and associated measures relating to pedagogy and the participation of the various educators. This Policy Statement and Plan of Action has, like the Parent Report published fifteen years earlier, become obligatory reading for educators and administrators in the Québec school system.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Grille d'analyse de stéréotypes discriminatoires dans le matériel didactique*. Direction générale du développement pédagogique, Direction du matériel didactique, 1985, revised edition, 60 p.

This document is a comprehensive tool which will help educators determine whether discriminatory stereotypes are present in teaching material. It can be used by teachers, counsellors and librarians in analyzing documents. This revised edition, as the authors note, is intended to be more functional than its predecessors, and considers a wider range of works.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Guide d'organisation pédagogique pour faciliter le progrès continu de l'élève par l'individualisation de l'enseignement à l'école élémentaire*. Direction générale de l'enseignement élémentaire et secondaire, 1975, 93 p.

This guide begins with a discussion of teaching objectives for elementary schools. It suggests a realistic plan which encourages individualized teaching for the ongoing progress of the pupil. The guide also points out that only the school team is in a position to meet this challenge. Finally, the guide indicates several practical and theoretical avenues to encourage change and teamwork.

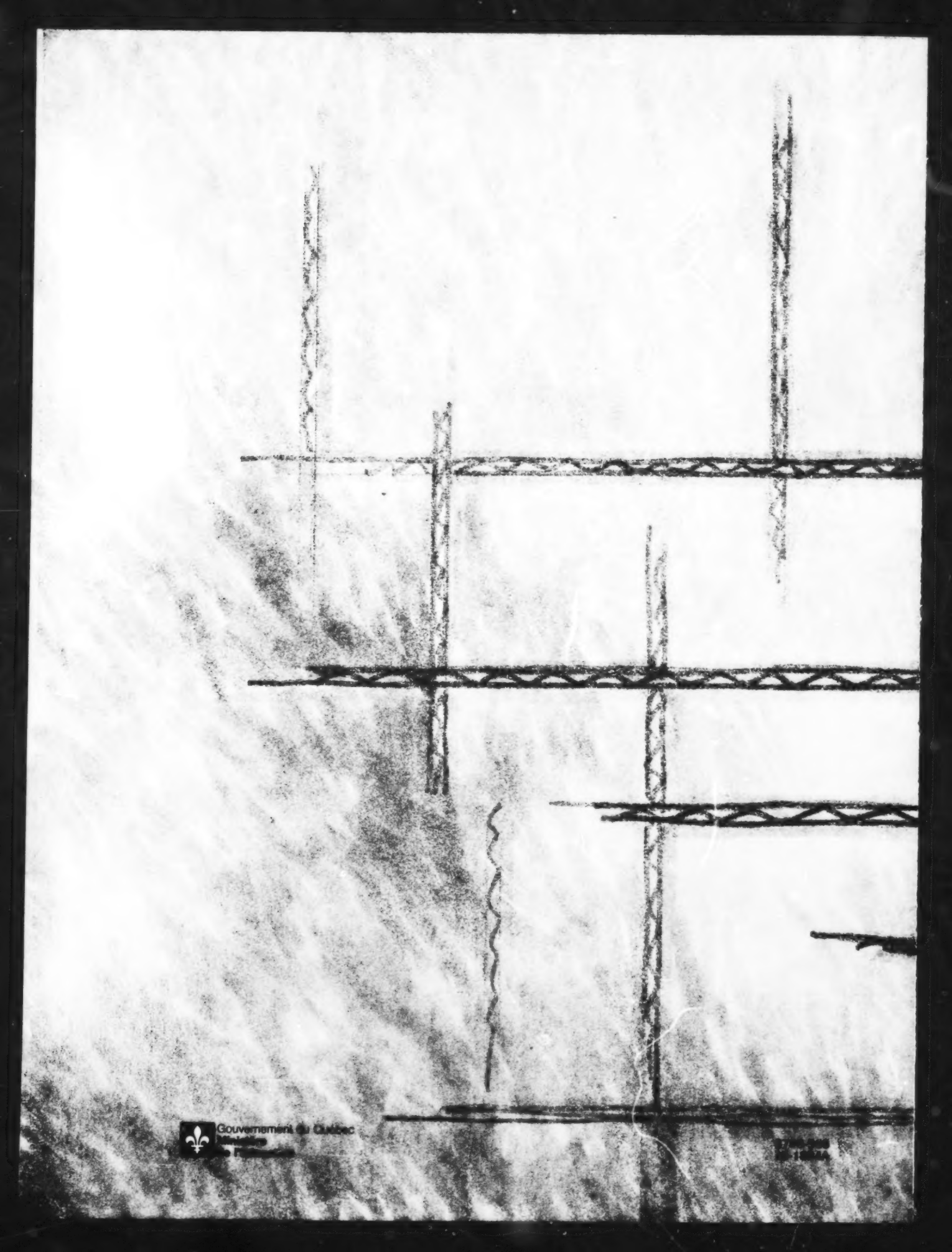
MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. *Ressources et pratiques pédagogiques, rapport final d'une recherche réalisée dans un ensemble de collèges du Québec au printemps de 1978*. Service général des communications, abridged version, 1980, 80 p.

This abridged version of research findings is a synthesis of various data. From these data a vivid portrait emerges of the learning and teaching practices among users of various instructional resources. Numerous commentaries shed additional light on the observations and conclusions of the original research. Interesting proposals are made for avenues of future development.

TOURNIER, Michèle. *Typologie des formules pédagogiques*. Direction générale de l'enseignement collégial, ministère de l'Éducation du Québec, May 1978, 267 p.

Pedagogical formulae are increasing all the time, and the vocabulary in works on the subject is often confusing. This work defines the various pedagogical formulae: lecture, seminar, multimedia presentation, tutorial, workshop, etc. The author discusses the advantages of each procedure, and the conditions under which each is likely to be most effective. This information should help teachers to sort through the various formulae and select one that is appropriate to their objectives.

The author's typology is extremely practical, since each chapter can be read as a unity. The readers can thus consult the chapter that interests them most.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